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ABSTRACT

The purpose of this manual is to orient staff members who will be training migrant parents in the area of secondary credit exchange and accrual. The goal is to improve the graduation rate of migrant students in Texas. The following information is covered: (1) late entry and early withdrawal policy options; (2) state and federal laws affecting migrant students; (3) supplemental migrant services; (4) district instructional programs that migrant students may be eligible for; (5) an overview of standardized test score reports including the Texas Assessment of Academic Skills; (6) an overview of the Migrant Student Record Transfer System and the Texas Student Record Transfer System; (7) graduation requirements; (8) postsecondary education opportunities available to migrant students, including college and university programs, various degree options, and financial aid; (9) economic trends and projections for job opportunities, including educational requirements; (10) school recovery options, such as General Education Development, High School Equivalency Program, and adult basic education; and (11) discussion of cultural myths and realities, emphasizing the importance of students completing high school and the significance of parent expectations and participation in their child's education. (LP)

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**Secondary Credit Accrual
And Exchange
Training Module:**

**PARENT COMPONENT
GUIDE**



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MIGRANT EDUCATION PROGRAM

BY

**TEXAS EDUCATION AGENCY
DIVISION OF SPECIAL PROGRAMS**

**TEXAS MIGRANT INTERSTATE PROGRAM
PHARR, TEXAS**

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PREFACE

REDIRECTION OF THE MIGRANT EDUCATION PROGRAMS, 1991

The Texas Education Agency has had to evaluate and redirect the migrant education program in Texas. There are several reasons for making these changes:

- Reduced federal funding from \$67 million to \$43 million
- Increased program costs
- Augmented dropout rate for migrants
- Increased rate for overage migrant children
- Needed coordination between Chapter I Regular and Migrant Programs to provide a more comprehensive educational program in grades K-12 as per Senate Bill I

As a result of the above mentioned changes, a redirection in migrant services has been made to focus on the following six areas:

1. Coordination of services to migrant students (all levels)
2. Early education (three years through first grade)
3. Graduation enhancement (grades 7-12)
4. Identification and recruitment (all levels)
5. Migrant Student Record Transfer System (all levels)
6. Secondary credit exchange and accrual (grades 7-12)

The redirection plan will emphasize a Comprehensive Secondary Credit Accrual and Exchange Training Module consisting of several components. This Manual is the Parent Component. The parent component will be implemented in the eighth grade and continue through high school. Districts will provide parents of migrant secondary students with sessions on awareness, training, and information (in English and/or Spanish).

This Parent Component Manual was developed by a group of migrant practitioners who participated in the Secondary Migrant Education Developmental Workshop at the PSJA Staff Development Center in June of 1991. The workshop was coordinated by Tomas Yañez, Assistant Director of the Texas Migrant Interstate Program.

Practitioners participating in the Developmental Workshop are as follows:

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Special thanks are extended to the school districts listed above and the other school districts that contributed in the development of the Parent Component Training Guide.

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Texas Migrant Interstate Program

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RATIONALE

The Charles Stewart Mott Foundation conducted a study of America's 12 million at-risk youths and it stated without reservation that the higher risk youths of today are the migrants. Due to poverty, constant mobility and poor language skills, migrant students are twice as likely to drop out of high school as opposed to non-migrant students. The greater portion of these children have parents who are socially disadvantaged.

The mobility of migrant children presents a problem to the local school districts in addressing individual needs within a limited time period. If there is to be hope for educational continuity as migrant children move from school to school, there must be a strong affirmation of and commitment to meeting the significant needs of these children. Educators in diverse areas are able to work together due to the Migrant Education Project which makes it possible to monitor children's educational progress.

Policies and procedures must be developed and implemented on a local basis, which will provide the maximum opportunities for migrant students. Consistency in the handling of these policies will establish a sense of encouragement to achieve academically.

INTRODUCTION

This manual is concerned with the redirection in the areas of Secondary Credit Exchange and Accrual (grades 7-12). It is directed to staff members who will provide training for migrant parents. This **Parent Component Guide** will deal with the following areas:

- Late entry / early withdrawal policies
- State and federal laws, rules and regulations which affect migrant students including, but not limited to, the following:
 - 19 TAC §61.65, Absences
 - Chapter 75.169 (b), Award of Credit, Grades Nine - 12
 - 19 TAC §129.1, Free Attendance in General
 - TEC Section 21.0313, Identification Required for Enrollment
- Tutorials, extended - day sessions, University of Texas correspondence and skill-building courses' local credit-by-exam options, and other alternative means of credit accrual available to migrant students both locally and out of state
- District instructional programs which migrant students may be eligible for, such as talented and gifted (TAG), Chapter 1 Regular, bilingual education, English for speakers of other languages (ESOL), special education, and at-risk
- TAAS and standardized test score reports
- MSRTS and Texas Student Record Transfer Standard (TSRTS) data transfer systems
- Graduation requirements and the parents' role in the migrant student's graduation plan

- Postsecondary education opportunities available to migrant students such as CAMP, minority scholarships and other forms of financial aid, technical schools, associate, baccalaureate, and professional degree opportunities
- Economic trends and projections for job opportunities, including educational requirements
- School recovery options such as GED, HEP, and ABE
- Cultural myths and realities such as the effect of parental expectations on student performance / aspirations, girls attending college, and parents' power in LEA decision-making processes

The success of this training component will be dependent upon the expertise of the counselor, teacher, and parental involvement personnel and their willingness to familiarize themselves with the mandates of the Redirection of the Migrant Program.

In order for the dropout rate for migrant students to decrease, a concerted effort needs to be implemented by the student, parent, and school personnel. Graduation enhancement should be our main concern.

This module is two-tiered in that affected school personnel, primarily the counselor or parental involvement personnel, are given start-up literature to help them feel comfortable with each objective; and also, this module was written using the Parent tense so as to help you, the trainer, in disseminating information to parents.

**CHAPTER I:
LATE ENTRY/EARLY WITHDRAWAL
POLICIES**

CHAPTER I LATE ENTRY/EARLY WITHDRAWAL POLICIES

House Bill 72 states that one responsibility of the school district is to "develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection," (75.169 Award of Credit, Grades Nine - 12). To help school districts meet the requirements of this law, the following information has been taken from the Late Entry/Early Withdrawal Policy Handbook produced by the Texas Migrant Interstate Program, September, 1990, edition.

Contained in the following pages are a rationale, goal, objectives, and several options that can be used by school districts to develop late entry/early withdrawal policies to use in granting credit.

The migrant student is part of a special school population with unique needs due to migrating with their parents to pursue agriculture- or fishing-related employment. For many migrant students, a pattern of entering school late and/or withdrawing from school early has made it very difficult, if not impossible, to complete course requirements and/or credits to graduate from high school. Teachers and administrators have also struggled to find a consistent procedure for obtaining and awarding grades for migrant students. Late entry/early withdrawal policies may be developed to provide an opportunity for the migrant student to achieve academic success, thereby providing him/her with a greater array of viable options in the future.

As with any other policy affecting students, the strong support and understanding of parents, students, teachers, counselors, and administrators is imperative to accomplish the intent and purpose of the policy.

The goal of a late entry/early withdrawal policy should be to enhance the graduation rate of migrant (and other) students who may enter late or withdraw early by providing them fair and consistent options to complete courses and achieve required credits toward graduation.

The objectives of a late entry/early withdrawal policy should be to provide specific procedures in the following areas:

- 1) Transferring students' grades from one school to another
- 2) Enabling students to complete course work missed due to late entry in school
- 3) Enabling students to complete course work missed due to early withdrawal from school
- 4) Grading students' work consistently and fairly

LATE ENTRY/EARLY WITHDRAWAL POLICIES

Parents, Texas laws have become stricter about attendance requirements in school. This makes it necessary for migrant families to become more informed about their school district's late entry/early withdrawal policies.

Texas law provides for "extenuating circumstances" for migrant students entering late or withdrawing early, but it is important to check and understand the specific process that is used at your child's school.

LATE ENTRY

Many school districts require make-up work for students entering late. Students are often encouraged to attend Migrant Tutorial classes. This is done to help students with work missed so that proper credit can be granted.

If your son/daughter attended school at another school district make-up work may not be required. Parents and students are encouraged to bring the following information upon entering school to ensure proper placement:

- Withdrawal form
- Report card
- Immunization records
- Name, address, and phone # of previous school attended

EARLY WITHDRAWAL

Withdrawal policies are different in school districts across the state of Texas. It is important that you notify the school (migrant) counselor's office as soon as possible and make your children aware of your withdrawal date with plenty of time. Most school districts require notification of your plans to migrate at least two to four weeks prior to withdrawal. Teachers may need to assign make-up work and tests to students before they leave.

Credit received or denied will be determined by the student's academic performance, participation in class, attendance up to the withdrawal date, and local guidelines.

If your child is attending school in Texas or in another state it is important that you take the following necessary records to ensure proper placement:

- Withdrawal form
- Report card
- Immunization records
- Name, address, and phone # of previous school attended

EARLY WITHDRAWAL RULES FOR TEXAS MIGRANT STUDENTS

OPTION I - If the student withdraws before the last Friday in April, the courses are regarded incomplete and the student is required to enroll in a receiving school. Once the enrollment is verified and course completion grades are documented, partial grades will be consolidated and credit will be awarded.

OPTION II - If the student withdraws after the last Friday in April, the student can earn full credit for the courses providing the student has mastered the content of the course with a 70 or above. The student is still encouraged to enroll in a receiving school migrant program and take enrichment courses in Language Arts, English, Skill Building, and Math.

TMIP
9-26-90

SAMPLE NOTIFICATION OF MIGRANT WITHDRAWAL

TEACHERS: _____

DATE: _____

This student will be withdrawing within two weeks. Please provide the necessary make-up work for him/her if noted below.

STUDENT'S NAME: _____ I.D. #: _____ GRADE: _____

REASON FOR LEAVING: _____

WILL ATTEND SCHOOL? _____ WITHDRAWAL DATE: _____

SCHEDULE

Period	Courses #	Description	Teacher	Room #	Signature
1					
2					
3					
4					
5					
6					
7					
8					

Make-up Work Needed: Yes _____
No _____

Migrant Counselor

NOTE TO STUDENT: After all teachers have signed this form return to counselor's office.

NOTE TO TEACHERS: This is not a withdrawal form.

SAMPLE
Secondary Credit Exchange
Notice of Student Early Withdrawal

Name: _____ ID#: _____ Grade: _____
 has informed me that he/she will be migrating early this year to _____
 Approximate Date: _____
 Student _____ will _____ will not attend school at receiving school district.

PRESENT SCHEDULE:

Period	Subject	Code	Teacher	Make-Up Work Grades			
				4	5	6	Sem.
0							
1							
2							
3							
4							
5							
6							

- _____ 1. The student will need to complete his/her work up to the end of the _____ Six Weeks. The rest of the semester will be completed at the receiving school district or upon returning to the homebase school.
- _____ 2. The student needs to do make-up work for the rest of the second semester. If the student cannot complete all of the work by the time he/she withdraws, please return all the incomplete work to the migrant office for completion by the student upon returning to the homebase school.
- _____ 3. If the student completes the make-up work, please return this form with a final grade in the spaces provided above.

 Counselor

 Date

20

SAMPLE LETTER TO PARENTS

Dear Parents,

At this time of year families start migrating to their different job locations. It is very important that you notify the school with plenty of time so that teachers can make the necessary arrangements for your son/daughter to receive proper credit. We understand that it is not always possible to determine when you have to leave, but we encourage you to keep your son/daughter in school as long as possible. Facilitating the entrance and withdrawal of our migrant students is our main concern. Please call me if you have any questions or need further information.

Sincerely,

Migrant Counselor

* * * * *

Estimados Padres,

Se está acercando el tiempo en que las familias migrantes salen para los trabajos. Es muy importante que avisen a la escuela con suficiente tiempo para que así los maestros puedan hacer los arreglos necesarios para que su hijo/hija reciban los créditos apropiados. Comprendemos que no todo el tiempo es posible determinar cuando van a salir, pero queremos animarlos a que sus hijos asistan a las clases el más tiempo posible. Facilitando la entrada y salida de los estudiantes migrantes es nuestro interés más importante. Por favor de llamarme a la escuela si tienen preguntas o necesitan más información.

Sinceramente,

Consejero(a) Migrante

Please fill out information & return
to counselor's office with student.

-
1. Student's Name: _____ Grade: _____
(Estudiante) (Grado)
- I.D.#: _____ Phone #: _____
(Telefono)
2. Date of withdrawal: _____ Migrating to: _____
(Fecha de Retiro) (Destinacion)
3. Will student attend other school? YES _____ NO _____
(¿Asistira a otra Escuela?) (SI) (NO)

CHAPTER II: STATE AND FEDERAL LAWS

CHAPTER II STATE AND FEDERAL LAWS, RULES, AND REGULATIONS WHICH AFFECT MIGRANT STUDENTS

FEDERAL LAWS

Legislative History and Legal Compliance

Title I of Public Law 89-10, the Elementary and Secondary Education Act (ESEA) of 1965, authorized a national program of federal education support for disadvantaged children. In November of 1966, Title I ESEA was amended by P.L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers.

Section 103 of P.L. 89-750 (Education Amendments of 1966) authorized "payments to state educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to state educational agencies (SEAs) or combinations of such agencies to establish or improve, either directly or through local educational agencies (LEAs), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. P.L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Other significant legislation amending the Title I Migrant statute included the Education Amendments of 1967 (P.L. 90-247), the Education Amendments of 1969 (P.L. 91-230), the Education Amendments of 1972 (P.L. 92-318), and the Education Amendments of 1974 (P.L. 93-380). These laws provided statements concerning such program components as the eligibility of the five-year settled-out migrant, the reallocation of excess funds, the use of carry-over funds, the dissemination of information, parental involvement, a prohibition against supplanting of state and local funds, preschool education, the use of statistics from the Migrant Student Record Transfer System (MSRTS) for funding purposes, the eligibility of migratory children of migratory fishermen, and the identification and dissemination of information concerning innovative and successful projects.

The following information was obtained from the Migrant Counselor's Handbook - Secondary Level 1990 Edition.

IDENTIFICATION OF MIGRANT STUDENTS

ELIGIBILITY DEFINITIONS (U.S. OFFICE OF EDUCATION)

Currently Migrant

"Currently migrant child" means a child:

- Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and,
- Who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to seek and/or obtain temporary or seasonal employment in an agricultural or fishing activity.

Formerly Migrant

"Formerly migrant child" means a child who:

- Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child;
- Lives in an area served by a Chapter I Migrant Education Project; and,
- Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

Agricultural Activity

"Agricultural activity" means:

- Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principle means of personal subsistence; or,
- Any activity directly related to the cultivation and harvesting of trees.

Fishing Activity

"Fishing activity" means:

- Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principle means of personal subsistence; or,
- Any activity directly related to fish farms.

Interstate

An interstate migratory child is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Intrastate

An intrastate migratory child is a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

Migratory Agricultural Worker

"Migratory agricultural worker" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in an agricultural activity.

Migratory Fisher

"Migratory Fisher" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in a fishing activity.

Migrant Child's Guardian

"Guardian" means:

- A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law;
- A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary state if formal guardianship proceedings were undertaken; or,
- A person standing in the place of a parent to a child.

Classification of the Migrant Students

The six status classifications of the migrant student are:

- "1" Interstate-Agriculture
- "2" Intrastate-Agriculture
- "3" Five-year provision-Agriculture
- "4" Interstate-Fishermen
- "5" Intrastate-Fishermen
- "6" Five-year provision-Fishermen

PROGRAM ADMINISTRATION AND OPERATION

The Title I Program for migratory children is a state-administered program which may involve financial assistance to local educational agencies as sub-grantees. Operational responsibilities are shared by the U.S. Commissioner of Education, state educational agencies, local educational agencies, and other public and private non-profit organizations which operate migrant projects.

The SEA is directly responsible for the administration and operation of the state's Title I Migrant Program. Annually, each SEA submits a comprehensive plan and cost estimate for its statewide program to the Office of Education for approval. Section 116d.31 of the regulations provides that this plan is to contain information on the number and location of migrant students within the state, their special educational needs including educational performance and cultural and linguistic background which is relevant to assessing the educational needs of the children, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, the types of information which the SEA will pass on to the other SEAs to assure continuity of services, a description of the SEA's plan for meeting requirements pertaining to dissemination of public information, and the establishment and utilization of a state parental involvement council for program planning, implementation, and evaluation purposes. In addition, each state application is to contain an appropriate budget. Section 116d.31 of the regulations further provides that the Commissioner shall approve a state application only if it demonstrates that payment will be used for projects designed to meet the special educational needs of migratory children, including provision for the continuity of educational and supportive services, and transmittal of pertinent information with respect to school records of these children. The SEA then approves or disapproves local project proposals. Further, the SEA is also responsible for the design and preparation of state evaluation reports.

If the state's application is approved, it is awarded a grant entirely separate from the regular Title I allocation to finance the Migrant Program. SEAs are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which state objectives and priorities are being met.

Proposals to operate a migrant project are submitted to the SEA by these LEAs serving areas with migrant students, and by other public and non-profit private organizations (note that proposals are submitted on a voluntary basis). Section 116d.6 of the program regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade group, the estimated number of children to be served by the agency, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The Title I Migrant Education Program was first appropriated \$9.7 million in fiscal year 1967 of a \$40.3 million authorization. That appropriation has grown to \$173.6 million for fiscal year 1979 programs. In 1967, state agency programs were not fully funded under the Chapter I enabling legislation; therefore, the appropriation was less than the authorization. Since the inception of the migrant program, funding has steadily increased from approximately \$10 million in fiscal year 1967 to \$263 million in fiscal year 1990.

The statute also includes a provision for special arrangements whereby the Commissioner may conduct Migrant Education Programs. If the Commissioner determines that a state is unable or unwilling to conduct education programs for migrant children, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies in one or more states and may use all or part of the grants available for any such state.

The Commissioner of Education determined that full implementation of the Migrant Student Record Transfer System (MSRTS) would add substantially to the welfare and educational attainment of migrant children. Because all states are required to participate in this interstate and intrastate transfer of records, and as such benefit from its operation, an equal percentage of each state's annual grant amount is set aside to fund the MSRTS.

FUNDING

Public Law 95-561, sections 141-143, address the following:

GRANTS-ENTITLEMENT AND AMOUNT

Sec. 141 (A) ENTITLEMENT. -- A state educational agency or a combination of such agencies shall, upon application, be entitled to receive a grant for any fiscal year under this part to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen which meet the requirements of section 142.

(B) AMOUNT OF GRANT -- (1) Except as provided in sections 156 and 157, total grants which shall be made available for use in any state other than Puerto Rico) for this subpart shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or [A] in the case where the average per pupil expenditure in the State is less than 80 per centum or the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or [B] in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied by (i) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (ii) the full-time equivalent of the estimated number of such migratory children age five to seventeen, inclusive, who reside in the state part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any state, such amount exceeds the amount required under section 142, the Commissioner shall allocate such excess, to the extent necessary, to other states, whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In determining the full-time equivalent number of migratory children who are in a state during the summer months, the Commissioner shall adjust the number so determined to take into account the special needs of those children for summer programs and the additional costs of operating such programs during the summer. In determining the number of migrant children for the purposes of this section the Commissioner shall use statistics made available by the Migrant Student Record Transfer System or such other system as he may determine most accurately and fully reflects the actual number of migrant students.

(2) For each fiscal year (FY), the Commissioner shall determine the percentage which the average per pupil expenditure in Puerto Rico is of the lowest average per pupil expenditure of any of the fifty states. The grant which Puerto Rico shall be eligible to receive under this section for a fiscal year shall be the amount arrived at by multiplying the number of such migrant children in Puerto Rico by the product of - (A) "The percentage determined under the preceding sentence, and (B) 32 per centum of the average per pupil expenditure in the United States."

PROGRAM REQUIREMENTS

Sec. 142. (a) REQUIREMENTS FOR APPROVAL OF APPLICATION. --The Commissioner may approve an application submitted under section 141 (a) only upon his determination--

(1) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children;

(2) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of Title III of the Economic Opportunity Act of 1964 and under section 303 of the Comprehensive Employment and Training Act;

(3) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of subpart 3 or part A, other than sections 122, 123, 126(d), and 130 thereof;

(4) that, in planning and carrying out programs and projects at both the state and local educational agency level, there has been and will be appropriate consultation with parent advisory councils established in accordance with regulations of the Commissioner [consistent with the requirements of section 125 (a)]; and

(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this paragraph will not detract from the operation of programs and projects described in paragraph (1) of this subsection after considering funds available for this purpose.

(b) CONTINUATION OF MIGRANT STATUS. --For purposes of this subpart, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this section. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

(c) BY-PASS PROVISION. --If the Commissioner determines that a state is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies to carry out the purposes of this section in one or more states, and for this purpose he may use all or part of the total of grants available for any such state under this section.

COORDINATION OF MIGRANT EDUCATION ACTIVITIES

Sec. 143. (1) ACTIVITIES AUTHORIZED. --The Commissioner is authorized to make grants to, or enter into contracts with, state educational agencies to operate a system for the transfer among state and local educational agencies of migrant student records and to carry out other activities, in consultation with the states, to improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory students.

(b) AUTHORIZATION OF APPROPRIATIONS. --There are authorized to be appropriated for this section not more than 5 per centum of the total amount paid for the preceding fiscal year to state educational agencies under section 141.

GRANT AMOUNTS

The formula for computing the maximum grant a state may receive is based on the full-time equivalency school-aged (5-17) migrant children residing in the states. Unfortunately, the true number of migrant children is not known.

Previous to FY 1975, estimates of the number of migrant children for each state were obtained by multiplying the number of migratory workers residing in the state (information provided by the employment offices of the U.S. Employment Service) by seventy-five percent. Section 101 of P.L. 93-380 (Education Amendments of 1974) provides that the number of migrant children will henceforth be estimated from "statistics made available by the Migrant Student Record Transfer System or such other system as (the Commissioner) may determine most accurately reflects the actual number of migrant students." Beginning in FY 1975, state allocations were based on information contained in the MSRTS.

The state's allocations are computed through a formula which multiplies that state's full-time equivalency of migrant children by 40% of the state's per pupil expenditure. It is adjusted, when necessary, to not less than 80% or not more than 120% of the national average per pupil expenditure.

Section 125 of P.L. 93-380 states, however, that (... no state agency shall receive in any fiscal year ... an amount which is less than 100 per centum of the amount which that state agency received in the prior fiscal year....) Therefore, when the formula that employs current statistics made available by the MSRTS computes to a grant amount less than the grant amount made available in FY 1974 (utilizing Department of Labor estimates), or in any succeeding fiscal year (utilizing Department of Labor estimates of MSRTS data), then the new grant award is maintained at a level equal to that of the prior fiscal year. In essence then, a funding floor was created in 1974, and state agencies are held harmless at 100% of that fiscal year's grant amount or any succeeding fiscal year's grant amount that demonstrated an increase and established a new funding floor.

FUND UTILIZATION (P.L. 95-561 Sec. 116d.51)

(A) General. An SEA may use funds made available for the state migrant education program under section 141 of Title I of the Act only for the following:

(1) To perform the functions described in 116d.50(d) (2) of these regulations relating to administrative functions that are unique to the State migrant education program.

(2) To support approved projects designed to meet the special educational needs of eligible migratory children.

(B) Types of services. The projects referred to in paragraph (a) (2) of this section must be designed to meet the special educational needs of the migratory children eligible to be served, particularly any need for improvement in the basic academic subjects. The project's services must be supplementary to those services provided with state and local funds. These projects may include the following types of services:

- (1) Academic instruction
- (2) Remedial and compensatory instruction
- (3) Vocational instruction and career education services
- (4) Special guidance, counseling, and testing services
- (5) Preschool services
- (6) Other educational services that are not available to eligible migrant children in adequate quantity or quality
- (7) The acquisition of instructional materials -- such as books and other printed or audiovisual materials -- and equipment
- (8) Other services that meet the purposes of the Migrant Education Program.

STATE LAWS

Parents, state and federal laws, rules, and regulations affect the education of migrant students. It is important to become aware of these laws to better prepare you and your child to confront differences in local policies that might hinder the progress of your child towards graduation from high school.

State and federal laws, rules and regulations that affect migrant students include, but are not limited to, the following:

19 TAC S61.65, Absences,
Chapter 75.169(b), Award of Credit, Grades Nine-12,
19 TAC S129.1, Free Attendance in General,
TEC Section 21.0313, Identification Required for Enrollment

ABSENCES

Statutory Citation

Texas Education Code, S21.041 Absences

- (a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 80 days during a semester.
- (b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than 80 days during a semester. Each board may determine the number of committees needed in the district and the composition of each committee. The committees may give class credit to a student who is in attendance fewer than 80 days during a semester due to extenuating circumstances. Each local school board shall establish guidelines to determine what constitutes extenuating circumstances, subject to rules adopted by the State Board of Education, and shall adopt policies establishing alternative ways for students to make up work or regain credit lost due to absences. The State Board of Education shall submit its rules adopted under this section to the Legislative Education Board for review to ensure compliance with legislative intent. A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.
- (c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.

- (d) If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.
- (e) This section does not affect the provision of Section 21.035(f) of this code regarding a student's excused absence from school to observe religious holy days.

Rule

- (a) For purposes of reviewing student absences, extenuating circumstances include but are not [are] limited to the following:
 - (1) an excused absence as defined by Texas Education Code S21.035 (relating to Violations of Attendance Requirements);
 - (2) days of suspension for which students have satisfactorily completed assignments for the suspension period as provided in Texas Education Code, S21.301(h);
 - (3) participation in a court proceeding or a child abuse/neglect investigation in accordance with S129.62 of this title (relating to Court-Related Students);
 - (4) the late enrollment and/or early withdrawal of a migratory student as defined by 34 Code of Federal Regulations S201.3;
 - (5) days missed by a runaway as defined by Texas Family Code S51.03 (relating to Delinquent Conduct; Conduct Indicating a Need for Supervision);
 - (6) completion of a competency-based education program for students identified as at-risk in S75.195 of this title (related to Alternatives to Social Promotion) and dropouts;
 - (7) the late enrollment or early withdrawal of a student placed in or having resided in a community care home by the Texas Youth Commission (TYC);

- (8) the absences of a teen parent due to caring for his/her child; and,
- (9) participation in a substance abuse rehabilitation program.
- (b) Each school district shall adopt policies establishing alternative ways for students to make up work missed or regain credit lost due to absences for extenuating circumstances. Alternative ways for students to make up work missed or regain credit include tutorials, evening school, Saturday classes, correspondence courses, independent study projects, computer assisted instruction, student contracts, and summer school.
- (c) Each school district may adopt policies establishing alternative ways for students to make up work missed or regain credit lost due to unexcused absences. A district may impose a grade adjustment on the work made up by a student for an unexcused absence. Districts adopting such policies shall file a copy of the policies with the commissioner of education upon approval of the policies by the district board of trustees.
- (d) Provisions under (c) of this rule do not permit or allow credit for work missed due to student absences for participation in extracurricular activities in excess of those permitted in S97.113(a) and (b) of this title (relating to Student Absences for Extracurricular Activities).
- (e) For students, grades K-eight, absences may be aggregated on the basis of 160 days per year.
- (f) Absences in excess of those permitted under S97.113 of this title (relating to Student Absences for Extracurricular Activities) may not be considered as extenuating circumstances.
- (g) For students identified in S89.211 of this title (relating to Handicapped Students) as handicapped students, the admission, review and dismissal (ARD) committee shall determine absences due to the handicapping condition as extenuating circumstances. The ARD committee shall determine any modifications necessary regarding work to be made up by the handicapped student in order to regain class credit lost due to the absences.

- (h) The attendance committee shall hear all cases where a student's attendance falls below 80 days and a petition by the student or the student's parent, legal guardian or other person having lawful control pursuant to an order of a court has been filed and may review other cases at local option. The hearing may be a review of student attendance records and other appropriate documents; an oral presentation before the committee with the student, his or her parent, or other appropriate representatives such as case worker or substance abuse counselor; or another process established in policy by the district.
- (i) If a student has an absence that the district recognizes as an extenuating circumstance and if the student satisfactorily makes up missed work, the student shall be considered in attendance for purpose of computing compulsory attendance under TEC 21.032 and for driver's license eligibility under Texas Revised Civil Statutes, Articles 6687b.

AWARD OF CREDIT

Chapter 75.169(b), Award of Credit, Grades Nine-12

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Courses for which credit is awarded shall be provided in accordance with this subsection.

1. Courses offered for a unit of credit in grades nine-12 shall be scheduled for a minimum of 160 clock hours of class instruction. A unit of credit is the equivalent of the study of a subject that is scheduled for a minimum of 160 clock hours, which traditionally is one 55-minute period per day for the 175-day school year. A one half unit of credit is 80 clock hours. This definition is based on the usual operation of schools. Deviations from the usual operations are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.
2. Each school district shall establish a system of reporting grades and credit earned. To determine whether credit shall be awarded, school districts shall use a numerical scale of 0-100. A grade of 70 shall be minimum for a student to pass a course and be awarded credit.

3. Districts shall develop policies regarding the awarding of credit to students who are suspended from class either on or off campus. Students who are assigned to an off-campus suspension program shall be instructed in the essential elements of the courses in which they are enrolled at the time of suspension.
4. Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection.

CHAPTER 129. STUDENT ATTENDANCE
Subchapter A. Student Attendance Allowed
S129.1 Free Attendance in General

- (a) Admission to a Texas public school shall be allowed in accordance with the Texas Education Code S21.031.
- (b) Children are eligible to enroll in the first grade in accordance with the Texas Education Code S16.003.
 - (1) A child who is not eligible under the Texas Education Code S16.003, to enter the first grade may be assigned to the first grade before age six, but in a district which offers less than full-day, full-year kindergarten, the attendance of the child must be maintained in a kindergarten register. Such assignments are the decision of the local district, with the consent of the child's parent or guardian.
 - (2) A five-year-old is not eligible for enrollment in the first grade if the parent or guardian enrolled the child in the first grade in an out-of-state public school and subsequently returned the student to Texas for enrollment, without the legal residence of the parent or guardian having been changed to the other state in the interim. For the purposes of this section, the phrase "enrolled in the first grade" means actually receiving instruction rather than enrolled prior to receiving instruction.
- (c) Students in this country under a bona fide exchange program are eligible to attend school in the designated district of residence.
- (d) Children of school age who are placed in foster care by an agency of the state or a political subdivision shall be permitted to attend public schools in accordance with the Texas Education Code S21.031(e) and (f).

IDENTIFICATION REQUIRED FOR ENROLLMENT
TEC Section 21.0313

- (a) Not later than the 30th day after a parent or other person with custody of a child enrolls the child in a public school, the parent or other person or the school district in which the child most recently attended school shall furnish to the school district:
 - (1) the child's birth certificate or another document suitable as proof of the child's identity; and,
 - (2) a copy of the child's records from the school the child most recently attended if the child had been previously enrolled in a school in this state or another state.
- (b) If a child is enrolled under a name other than the child's name as it appears in the identifying document or records, the school district shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying document or records and the name under which the child is enrolled. The information in the notice is confidential and may be released only to a law enforcement agency.
- (c) If the information required by Subsection (a) of this section is not furnished to the district within the time provided by that subsection, the district shall notify the police department of the city or sheriff's department of the county in which the district is located and request a determination of whether the child has been reported as missing.
- (d) The State Board of Education may adopt rules necessary to the implementation and enforcement of this section, including rules providing for the types of documents that are suitable for identification purposes under this section.
- (e) When accepting a child for enrollment, the school district shall inform the parent or other person enrolling the child that presenting a false document or false records under this section is an offense under Section 37.10, Penal Code, and that enrollment of the child under false documents subjects the person to liability for tuition or costs under Section 21.031(g) of this code.
- (f) A person commits an offense if the person enrolls a child in a public school and fails to furnish an identifying document or record relating to the child on the request of a law enforcement agency conducting an investigation in response to a notification under Subsection (c) of this section. An offense under this subsection is a Class B misdemeanor.

SAMPLE COPY TO PARENTS

EXTENUATING CIRCUMSTANCES--SUMMARY

Student may not be given credit for a class unless the student is in attendance for at least 80 days during a 90 day semester.

An attendance committee may give credit to a student who is in attendance fewer than 80 days during a semester due to "extenuating circumstances".

Extenuating circumstances (with proper documentation) include but are not limited to the following:

1. Excused absences as defined by Texas Education Code S21.035
2. Days of suspension satisfactorily completed TEC S21.301
3. Participation in court proceedings in accordance with S129.6
4. Late enrollment and/or early withdrawal of a migratory student as defined by 34 code of Federal Regulations S201.3
5. Days missed by a runaway as defined by Texas Family Code S51.03
6. Completion of a competency-based education program for students identified as at-risk (related to Alternatives to Social Promotion) and dropouts; S75.195
7. Late Enrollment/Early Withdrawal (Texas Youth Commission)
8. The absences of a teen parent due to caring for his/her child
9. Participation in a substance abuse rehabilitation program

AWARD OF CREDIT--SUMMARY

In order to be awarded credit for a course, a student shall satisfy the provision that follows:

- (1) A course may be considered completed and credit awarded under either of the following conditions:
 - (A) The student has been enrolled in a course scheduled for the minimum clock hours and has achieved a grade of 70 or better for the course; or
 - (B) The student has demonstrated achievement by meeting the standard requirements for the course, regardless of the time the student has been enrolled in the course.

**CHAPTER III:
SUPPLEMENTAL MIGRANT SERVICES**

CHAPTER III SUPPLEMENTAL MIGRANT SERVICES

Parents, school districts offer a variety of services that are available to your children. Please consult your school counselor to see what's available in your school district. The following information is being provided to inform you of the various programs available in your school district. If you have any questions about a specific program, please contact the school counselor.

TUTORIALS: The tutorial program is designed to help your child catch-up on previous assignments or complete course work missed on the days that he/she is not in attendance due to migration. Tutorial classes are scheduled by the campus principal. Please call your local school to become aware of the time designated for these classes.

EXTENDED DAY: In the Extended Day Program supplementary assistance is provided for migrant pupils, before or after the regular school day.

UNIVERSITY OF TEXAS SKILL-BUILDING COURSES: The dropout Prevention Program for Migrant Secondary Students focuses on reducing the migrant dropout rate in Texas by helping students gain course credit, academic skills, and self-confidence.

UT has a growing number of TEA-approved courses including the following:

- Fundamentals of Mathematics IA
- Fundamentals of Mathematics IB
- Pre-Algebra A
- Pre-Algebra B
- Correlated Language Arts IA
- Correlated Language Arts IB
- English IIA
- English IIB
- English IIIA
- U.S. Government
- Economics
- World Geography A
- World Geography B
- Individual and Family Life

Tuition for these courses may be paid by:

- Migrant funds
- U.T. Program tuition scholarships
- Local funds

For more information on funds available, contact the Texas Migrant Interstate Program Office at (512) 787-9994 or 1 (800) 292-7006.

UNIVERSITY OF TEXAS AND TEXAS TECH CORRESPONDENCE COURSES
19 TAC 75.163: These are regular education courses that are also offered to high school students. The university tuition fee per semester course varies from \$75 to \$100, plus books.

CREDIT BY EXAM 75.166(b): Obtained from University of Texas or Texas Tech University. The cost is about \$20 per course. See your counselor for requirements.

LOCAL CREDIT BY EXAM 75.165: See your counselor to see if courses are available.

PORTABLE ASSISTED STUDY SEQUENCE: PASS (High School) and MINI PASS (Jr. High) are school programs for migrant students to obtain school credit by studying at home and meeting regularly with a teacher. To enroll in either program a student must be an eligible migrant student and be at least 12 years old. States disseminating these programs are California, Washington and Wisconsin.

**CHAPTER IV:
DISTRICT INSTRUCTIONAL PROGRAMS**

CHAPTER IV DISTRICT INSTRUCTIONAL PROGRAMS

Parents, many instructional programs are offered at your local or receiving districts to assist migrant students with their individual needs. Districts have the option to implement a variety of remedial or enrichment programs to meet the special needs of identified students. The following is a list of special programs that might be available for your son/daughter:

GIFTED AND TALENTED (G.T.) & HONORS PROGRAM: These programs are offered to students who are high achievers. In most school districts, students need to fill out applications, take placement tests, and/or be recommended by teachers.

TAAS REMEDIATION COURSES: Many school districts in Texas offer these courses to high school students that have not passed the Exit-Level TAAS.

CHAPTER I REGULAR: This federal program offers remedial courses to disadvantaged students.

BILINGUAL EDUCATION: This program provides an easier transition into the English language for students in the elementary grades.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL): The ESOL program provides English instruction to students with limited English proficiency.

HELP ONE STUDENT TO SUCCEED (HOSTS) PROGRAM: HOSTS is a tutorial program offered to migrant students who need individual remediation and instruction.

SPECIAL EDUCATION PROGRAM: Students who might require special education services (e.g., pregnancy, learning problem, etc.) need to be referred for a diagnostic assessment pending an initial placement ARD meeting.

AT-RISK PROGRAMS: These programs are provided for identified at-risk students in order to promote academic success, prevent school failure, and address personal and social adjustment needs. Parents, you may contact your migrant counselor about other instructional programs available at your local school district.

COMPUTER ASSISTED INSTRUCTION (C.A.I.): A computer lab provides individualized programmed instruction to students needing Math, Reading, and Language Skills remediation.

Please consult with your local school districts for other types of programs that might be available in your district or area.

**CHAPTER V:
STANDARDIZED TEST REPORTS**

CHAPTER V STANDARDIZED TEST REPORTS

TEXAS TESTS ADMINISTERED:

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS)

Beginning in October, 1990, the Texas Education Agency implemented a new testing program for all Texas schools. This assessment program - the Texas Assessment of Academic Skills (TAAS) both extends and expands the TEAMS test. It will be administered to students in odd-numbered grades - 3,5,7,9, and 11 (EXIT level). Students will be assessed on objectives/instructional targets which should have been mastered in previous grades. Parents, it is important to understand that students taking the exit level TAAS must master all areas, (Reading, Writing, and Math) before they are eligible to graduate from high school. All students are given four chances to pass the exit level TAAS. Juniors and Seniors who have not passed all or any portion of the test are given an opportunity to retest. Examinations are usually administered in October and April. See your school counselor for dates of administration.

IOWA TEST OF BASIC SKILLS (ITBS)

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

The State Board of Education approved the use of the norm-referenced testing program published by Riverside Publishing Company. This includes the IOWA Test of Basic Skills (ITBS) for grades 3-8, and the Tests of Achievement and Proficiency (TAP) for grades 9-11. The first administration is scheduled for April, 1992.

OTHER TESTS ADMINISTERED TO STUDENTS:

PSAT - A Pre-Scholastic Achievement Test prepares a student for the SAT and may qualify a student for a National Merit Scholarship.

SAT - A Scholastic Achievement Test has two sections: English and Math. It is generally administered at specific or regular times throughout the year at designated sites. Fee required.

ACT - An American College Test has four sections: English, Mathematics, Reading, and Science Reasoning. It is generally administered at specific or regular times throughout the year at designated sites. Fee required.

TASP - The Texas Academic Skills Program has three sections: Writing, Reading, and Mathematics. Students must take the test prior to accumulating nine (9) or more college-level semester credit hours or the equivalent. It is generally administered at specific or regular times throughout the year at designated sites. Fee required.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS)

1991-1992 TAAS Testing Dates

Grades 3, 5, 7, 9, and Exit Level

Tuesday	October 8, 1991	Writing
Wednesday	October 9, 1991	Reading (TEAMS)
Thursday	October 10, 1991	Mathematics (TEAMS)

Exit Level

Tuesday	March 31, 1992	Writing
Wednesday	April 1, 1992	Reading (TEAMS)
Thursday	April 2, 1992	Mathematics (TEAMS)

IOWA Test Of Basic Skills (ITBS) Grades 3 - 8

April 7 - 9, 1992

Test Of Achievement And Proficiency (TAP) Grades 9 - 12

April 7 - 9, 1992

TEXAS ASSESSMENT OF ACADEMIC SKILLS
CONFIDENTIAL STUDENT REPORT

STUDENT: CHOU

DATE OF BIRTH: 04/04/76

STUDENT ID (PEIRMS): 460669753

GINA

A

DISTRICT: 999-001 EXAMPLE 1SD
CAMPUS: 001 EXAMPLE H S

CLASS GROUP: BARBARA HART
LOCAL STUDENT ID: 9406

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 09

WRITING			MASTERY REQUIREMENTS	
WRITTEN COMMUNICATION 1.4 PERSUASIVE WRITTEN COMPOSITION RATING: ANALYTIC INFORMATION: Wrote in a foreign language 5 SENTENCE CONSTRUCTION 6 ENGLISH USAGE 7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	OBJECTIVE MASTERY NO YES NO NO	ITEMS CORRECT/TESTED 10/14 7/12 6/14	DEMONSTRATED MASTERY OF WRITING COMPETENCIES: NO ACAD. RECOGNITION 4 ON COMPOSITION + ALL OBJECTIVES MASTERED	OBJECTIVE MASTERY 8/12 or 10/14 SUBJECT MASTERY: 2 ON COMPOSITION + 24/40 3 ON COMPOSITION + XX/40 4 ON COMPOSITION + X/40 (SCALE SCORE XXXX) ACAD. RECOGNITION 4 ON COMPOSITION + ALL OBJECTIVES MASTERED
TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: 1	TOTAL ITEMS: 23/40	SCALE SCORE: 1250		
READING				
READING COMPREHENSION 1 WORD MEANING 2 SUPPORTING IDEAS 3 SUMMARIZATION 4 RELATIONSHIPS AND OUTCOMES 5 INFERENCES AND GENERALIZATIONS 6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	OBJECTIVE MASTERY TOTAL OBJECTIVES MASTERED:	ITEMS CORRECT/TESTED TOTAL ITEMS:	DEMONSTRATED MASTERY OF READING COMPETENCIES: NOT TESTED ACAD. RECOGNITION ALL OBJECTIVES MASTERED	OBJECTIVE MASTERY 3/4 or 6/8 or 11/16 SUBJECT MASTERY 29/48 (SCALE SCORE XXXX) ACAD. RECOGNITION ALL OBJECTIVES MASTERED
			SCALE SCORE:	
MATHEMATICS				
CONCEPTS 1 NUMBER CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS 4 MEASUREMENT CONCEPTS 5 PROBABILITY AND STATISTICS OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS 9 USE OF DIVISION TO SOLVE PROBLEMS PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION 11 PROBLEM SOLVING USING SOLUTION STRATEGIES 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	OBJECTIVE MASTERY YES YES YES YES YES YES YES YES YES YES YES YES YES	ITEMS CORRECT/TESTED 4/4 3/4 3/4 4/4 4/4 3/4 4/4 4/4 3/4 3/4 8/8 7/8 4/4	DEMONSTRATED MASTERY OF MATHEMATICS COMPETENCIES: YES ACAD. RECOGNITION	OBJECTIVE MASTERY 7/8 or 6/8 SUBJECT MASTERY 36/60 (SCALE SCORE XXXX) ACAD. RECOGNITION ALL OBJECTIVES MASTERED
FILE NO. 8403-00251-00020	TOTAL OBJECTIVES MASTERED: 13	TOTAL ITEMS: 54/60	SCALE SCORE: 1900	

FIGURE 1

BEST COPY AVAILABLE

Confidential Student Report

A separate Confidential Student Report is provided for each student for whom an answer document was submitted. Information from this report is of importance when reporting test results to students and parents.

A IDENTIFICATION INFORMATION

Identification information shown at the top of the report indicates student name, date of birth, student identification number (as used for the Public Education Information Management System [PEIMS]), district number and name, campus number and name, class group, local student identification number (optional), dates of reporting and testing, and grade.

B OBJECTIVES LISTED BY SUBJECT AREA

Objectives are listed vertically on the left side of the page and are the same for all grade levels, as shown in the Appendix. For information on specific instructional targets within objectives, which differ by grade level, refer to the *TAAS Objectives and Measurement Specifications*.

C WRITTEN COMPOSITION RATING

Writing objectives 1-4 for the TAAS test are measured by the written composition. This section indicates the rating (from 0 to 4) and analytic scoring information, if any, assigned to the student's written composition. In addition to answering correctly a required number of multiple-choice test items, students must score at least a 2 on the written composition. Additional information on the scoring criteria for the written composition is included in the Appendix.

No written composition information is presented for the TAAS Grade 3 Spanish test because this test does not require the students to write a written composition.

D OBJECTIVE MASTERY AND TOTAL OBJECTIVES MASTERED

This column states "YES" or "NO" indicating whether or not the student achieved mastery for the objective.

The bottom line within each subject area lists the total number of multiple-choice objectives mastered for that subject area. On the sample report in Figure 1, the student mastered one of the three multiple-choice writing objectives.

E ITEMS CORRECT/TESTED AND TOTAL ITEMS

This column shows the number of multiple-choice items answered correctly followed by the total number of items tested within the instructional objective.

The bottom line within each subject area lists the total number of items answered correctly followed by the total number of items tested within the subject area.

F DEMONSTRATED MASTERY OF SUBJECT AREA

Report Comment	Explanation
YES or NO	Student did or did not achieve academic skills mastery.
ACADEMIC RECOGNITION	Student achieved the higher standard described in "Mastery Requirements" on page 3 of this guide.
NOT TESTED ABSENT	Student was absent during the test.
NOT TESTED EXEMPT - ARD	Student was exempted from the test by an admission, review, and dismissal (ARD) committee.
NOT TESTED EXEMPT - LEP	Student was exempted from the test by a language proficiency assessment committee (LPAC) - does not apply to Grade 3 Spanish or Grade 11.
NOT SCORED	Student's answer document was coded "Other" for reasons such as illness during testing or test administration irregularities.

During subsequent administrations of the exit level test, "NOT SCORED" may indicate that the student passed the subject area during a previous test administration. The student's permanent record will indicate previous mastery of subject area(s), if any. If "RETESTED" appears here, it indicates the student has previously attempted the subject area.

G SCALE SCORE

The scale score corresponding to the student's total subject area score is shown. The student's scale score may be compared with the scale score required for academic skills mastery for the subject area found in the box at the right side of the report. The scale score is described more fully in the Appendix.

H MASTERY REQUIREMENTS

Specific requirements for objective mastery, subject mastery, and Academic Recognition are found in the boxes at the far right side of the report. Mastery requirements are described more fully on page 3 of this guide.

I FILE NUMBER

The boxed number found in the bottom left corner is a number assigned to the student's answer document by the contractor. Please refer to this file number if questions arise about the scoring of the document. The toll-free phone number for the Austin Operations Center is 1-800-252-9186.

TEST REPORTS TO STUDENTS AND PARENTS:

The following pages include samples and explanations of confidential student reports, confidential reports to parents, and sample letters used by school districts in the state.



S I P
TEXAS ASSESSMENT OF ACADEMIC SKILLS
CONFIDENTIAL STUDENT REPORT

STUDENT: JOHNNY

DATE OF BIRTH: 12/13/73

STUDENT-ID (PEIMS):

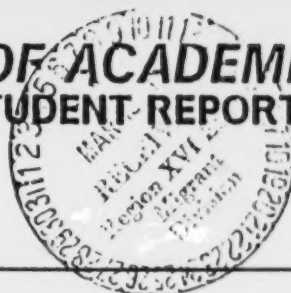
DISTRICT: 035
CAMPUS: 001

CLASS GROUP:
LOCAL-STUDENT-ID:

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 09



WRITING

WRITTEN COMMUNICATION

1-4. PERSUASIVE WRITTEN COMPOSITION RATING: 1

ANALYTIC INFORMATION:

Lacked support and/or elaboration

OBJECTIVE
MASTERY
NO

ITEMS
CORRECT/TESTED

DEMONSTRATED MASTERY OF
WRITING COMPETENCIES:
NO

5. SENTENCE CONSTRUCTION

NO

5/14

6. ENGLISH USAGE

YES

9/12

7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION

NO

8/14

TOTAL MULTIPLE CHOICE OBJECTIVES MASTERED: 1 TOTAL ITEMS: 22/40

SCALE SCORE: 1330

MASTERY REQUIREMENTS

OBJECTIVE MASTERY: 8/12
or: 10/14

SUBJECT MASTERY:
2 ON COMPOSITION + 24/40
3 ON COMPOSITION + 14/40
4 ON COMPOSITION + 4/40
(SCALE SCORE:1460)

ACADEMIC RECOGNITION:
4 ON COMPOSITION + ALL
OBJECTIVES MASTERED

READING

READING COMPREHENSION

1. WORD MEANING

NO

1/4

2. SUPPORTING IDEAS

NO

2/4

3. SUMMARIZATION

YES

8/8

4. RELATIONSHIPS AND OUTCOMES

NO

5/8

5. INFERENCES AND GENERALIZATIONS

YES

14/16

6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT

YES

7/8

TOTAL OBJECTIVES MASTERED: 3 TOTAL ITEMS: 37/48

DEMONSTRATED MASTERY OF
READING COMPETENCIES:
YES

SCALE SCORE: 1560

OBJECTIVE MASTERY: 3/4
or: 6/8
or: 11/16

SUBJECT MASTERY: 29/48
(SCALE SCORE:1410)

ACADEMIC RECOGNITION:
ALL OBJECTIVES MASTERED

MATHEMATICS

CONCEPTS

1. NUMBER CONCEPTS

2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS

3. GEOMETRIC PROPERTIES AND RELATIONSHIPS

4. MEASUREMENT CONCEPTS

5. PROBABILITY AND STATISTICS

OPERATIONS

6. USE OF ADDITION TO SOLVE PROBLEMS

7. USE OF SUBTRACTION TO SOLVE PROBLEMS

8. USE OF MULTIPLICATION TO SOLVE PROBLEMS

9. USE OF DIVISION TO SOLVE PROBLEMS

PROBLEM SOLVING

10. PROBLEM SOLVING USING ESTIMATION

11. PROBLEM SOLVING USING SOLUTION STRATEGIES

12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION

13. EVALUATION OF THE REASONABLENESS OF A SOLUTION

OBJECTIVE
MASTERY

ITEMS
CORRECT/TESTED

DEMONSTRATED MASTERY OF
MATHEMATICS COMPETENCIES:
NOT TESTED

ABSENT

TOTAL OBJECTIVES MASTERED:

TOTAL ITEMS:

SCALE SCORE:

OBJECTIVE MASTERY: 3/4
or: 6/8

SUBJECT MASTERY: 36/60
(SCALE SCORE:1420)

ACADEMIC RECOGNITION:
ALL OBJECTIVES MASTERED



S A M P L E
TEXAS ASSESSMENT OF ACADEMIC SKILLS
CONFIDENTIAL STUDENT REPORT

STUDENT: MELISSA

DISTRICT: 059
CAMPUS: 001

REPORT DATE: DECEMBER 1990

DATE OF BIRTH: 07/20/75

CLASS GROUP:
LOCAL-STUDENT-ID:

DATE OF TESTING: OCTOBER 1990

STUDENT-ID (PEIMS):

GRADE: 09

WRITING

WRITTEN COMMUNICATION

1-4 PERSUASIVE WRITTEN COMPOSITION RATING: 0
ANALYTIC INFORMATION:
No writing attempted

OBJECTIVE
MASTERY
NO

ITEMS
CORRECT/TESTED

DEMONSTRATED MASTERY OF
WRITING COMPETENCIES:
NO

5 SENTENCE CONSTRUCTION

YES

10/14

6 ENGLISH USAGE

YES

10/12

7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION

YES

10/14

TOTAL MULTIPLE-CHOICE OBJECTIVES MASTERED: 3 TOTAL ITEMS: 30/40

SCALE SCORE: 1310

MASTERY REQUIREMENTS

OBJECTIVE MASTERY: 8/12
or: 10/14

SUBJECT MASTERY:

2 ON COMPOSITION + 24/40
3 ON COMPOSITION + 14/40
4 ON COMPOSITION + 4/40
(SCALE SCORE: 1460)

ACADEMIC RECOGNITION:

4 ON COMPOSITION + ALL
OBJECTIVES MASTERED

READING

READING COMPREHENSION

- 1 WORD MEANING
2 SUPPORTING IDEAS
3 SUMMARIZATION
4 RELATIONSHIPS AND OUTCOMES
5 INFERENCES AND GENERALIZATIONS
6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT

OBJECTIVE
MASTERY

ITEMS
CORRECT/TESTED

DEMONSTRATED MASTERY OF
READING COMPETENCIES:
YES

YES

3/4

NO

2/4

NO

5/8

NO

5/8

YES

12/16

YES

7/8

TOTAL OBJECTIVES MASTERED: 3 TOTAL ITEMS: 34/48

SCALE SCORE: 1500

OBJECTIVE MASTERY: 3/4
or: 6/8
or: 11/16

SUBJECT MASTERY: 29/48
(SCALE SCORE: 1410)

ACADEMIC RECOGNITION:

ALL OBJECTIVES MASTERED

MATHEMATICS

CONCEPTS

- 1 NUMBER CONCEPTS
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS
4 MEASUREMENT CONCEPTS
5 PROBABILITY AND STATISTICS

OBJECTIVE
MASTERY

ITEMS
CORRECT/TESTED

DEMONSTRATED MASTERY OF
MATHEMATICS COMPETENCIES:
YES

YES

4/4

YES

4/4

NO

1/4

YES

4/4

NO

1/4

OPERATIONS

- 6 USE OF ADDITION TO SOLVE PROBLEMS
7 USE OF SUBTRACTION TO SOLVE PROBLEMS
8 USE OF MULTIPLICATION TO SOLVE PROBLEMS
9 USE OF DIVISION TO SOLVE PROBLEMS

NO

2/4

NO

2/4

NO

2/4

YES

4/4

PROBLEM SOLVING

- 10 PROBLEM SOLVING USING ESTIMATION
11 PROBLEM SOLVING USING SOLUTION STRATEGIES
12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION
13 EVALUATION OF THE REASONABLENESS OF A SOLUTION

YES

3/4

NO

3/8

YES

6/8

NO

2/4

FILE NO.

TOTAL OBJECTIVES MASTERED: 6 TOTAL ITEMS: 38/60

SCALE SCORE: 1450

OBJECTIVE MASTERY: 3/4
or: 6/8

SUBJECT MASTERY: 36/60
(SCALE SCORE: 1420)

ACADEMIC RECOGNITION:

ALL OBJECTIVES MASTERED



SAMPLE
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OPTIONAL CONFIDENTIAL REPORT TO PARENTS

STUDENT NAME:
STUDENT-ID(PEIMS):
DATE OF BIRTH:

GRADE:
DISTRICT:
CAMPUS:
REPORT DATE:

To the parent(s) or guardian of

This report provides you with the results of tests given to _____ in OCTOBER 1990. These tests, which are part of the Texas Assessment of Academic Skills program, are designed to help parents, students, and teachers identify students' strengths and weaknesses in writing, reading, and mathematics.

W
R
I
T
I
N
G

SATISFACTORY PERFORMANCE ON:

- . SENTENCE CONSTRUCTION
- . ENGLISH USAGE
- . WRITTEN COMPOSITION - PERSUASIVE

IMPROVEMENT NEEDED ON:

- . USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION

DEMONSTRATED MASTERY: YES

R
E
A
D
I
N
G

SATISFACTORY PERFORMANCE ON:

- . WORD MEANING
- . SUMMARIZATION
- . INFERENCES AND GENERALIZATIONS
- . POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT

IMPROVEMENT NEEDED ON:

- . SUPPORTING IDEAS
- . RELATIONSHIPS AND OUTCOMES

DEMONSTRATED MASTERY: YES

M
A
T
H
E
M
A
T
I
C
S

SATISFACTORY PERFORMANCE ON:

- . NUMBER CONCEPTS
- . MEASUREMENT CONCEPTS
- . PROBABILITY AND STATISTICS
- . USE OF SUBTRACTION TO SOLVE PROBLEMS
- . USE OF MULTIPLICATION TO SOLVE PROBLEMS
- . USE OF DIVISION TO SOLVE PROBLEMS
- . PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION

IMPROVEMENT NEEDED ON:

- . ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS
- . GEOMETRIC PROPERTIES AND RELATIONSHIPS
- . USE OF ADDITION TO SOLVE PROBLEMS
- . PROBLEM SOLVING USING ESTIMATION
- . PROBLEM SOLVING USING SOLUTION STRATEGIES
- . EVALUATION OF THE REASONABLENESS OF A SOLUTION

DEMONSTRATED MASTERY: NO

Additional information about ALEJANDRO's performance on the TAAS test may be found on the Confidential Student Report. Contact your school if you desire further explanation of these results.

S A M P L E

February 1, 1991

DEAR PARENT

The State of Texas requires that all seniors must pass the TAAS Exit Level Test in order to graduate from high school. Those students who failed the test given this past October will be given one (1) more opportunity to retake the test in April 1991.

In order to pass the Exit Level Test, students must demonstrate mastery in Reading, Writing, and Mathematics. Students are required to retake only those sections of the test which they failed.

The attached sheet denotes those portions of the test your child failed and will need to retake in April.

To increase your child's chances of passing the Exit Level Test in April, Mission CISD proposed the following:

A. Mission CISD responsibilities:

1. To provide tutorial services (schedule enclosed)
2. The tutorial program will be specifically designed to address those objectives which your child failed on the test.
3. Your child will be assigned to tutoring classes beginning January 22, 1991.

B. Student Responsibilities:

1. Attend classes every day
2. Bring all necessary materials to each class
3. Attend tutorial classes.
4. Study each night those objectives not mastered.

C. Parent Responsibilities:

1. Ensure your child attends school every day.
2. Ensure your child studies every night the objectives not mastered.
3. Ensure your child attends tutorial classes.

If you have any questions about this notice, please feel free to call the Mission High School counselors.

Thank you for your cooperation

Sincerely,

S A M P L E

February 1, 1991

DEAR PARENTS:

CONGRATULATIONS! Your son/daughter has passed the TAAS Exit Level test which, along with the successful completion of the required credits, is a graduation requirement mandated by the Mission Board of Trustees and the State of Texas. We are very proud of this accomplishment and attribute it to the concerted effort of the home, school, and community in providing the best educational opportunity for our students to succeed.

Best wishes for your son's/daughter's continued success.

Sincerely,

CONTROLLING TEST ANXIETY

1. Give yourself a break
2. Learn to relax
3. Prepare for every test or exam
4. Plan and rehearse
5. "Picture" yourself succeeding
6. Control fatigue
7. Stay with your game plan
8. Replace negative self-talk with positive self-talk
9. Change the direction of your attention
10. Avoid negative people

From: The Effective Test Performance Study Guide
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**CHAPTER VI:
STUDENT RECORD TRANSFER SYSTEMS**

CHAPTER VI STUDENT RECORD TRANSFER SYSTEMS

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

Parents, it is important to review and understand the MSRTS. In order to give your child the best possible opportunities pertaining to his/her educational needs and health history, this exchange system was created. A brief overview of MSRTS has been provided for you in this manual. Please contact your local migrant counselor to obtain information about the latest records on your child.

**An Overview of the
National Migrant Student Record Transfer System
(MSRTS)**

The objective of this section is to explain, in non-technical terms, the purpose behind and operation of the MSRTS, and how school staff can access and use MSRTS data to meet the specialized needs of the migratory secondary student. Like the Texas-Washington and New York-Florida secondary credit exchange projects, the successful operation of the MSRTS is wholly dependent upon the commitment and support of local school personnel, as well as administrators at local, regional, and state levels, to ensure the timely updating and receipt of the records by school users. A 1982 study conducted for the National Institute of Education recommended that:

"Teachers should be provided with records of new students as soon as possible, so that teachers will not form expectations and opinions about new students before knowing the facts about them."

The speedy transfer of records for mobile students has been documented by other studies as well. It was out of this need for schools nationwide to rapidly communicate, in a common language, about the migrant students shared between their boundaries that ultimately brought about the creation of a computerized record keeping system for migrant students.

Part 1: Purpose of the MSRTS

The Migrant Student Record Transfer System (MSRTS) is a national computerized information network which maintains and transfers educational and health data for the nation's migrant children. Its purpose is to assist educators by promoting educational continuity through the exchange of educational and health data needed to provide services to students who are

shared by the states. The MSRTS was created to document the kinds of educational and health services provided to migrant children, regardless of the number of schools they attend from one state to another. The student cumulative folder, which usually follows most students from one school to another, does not always follow the migrant child or arrive in time to be of use to school personnel serving the migrant student. Teachers and counselors are not always aware of the programs and classes in which migrant children have been enrolled, or the skills they have acquired from one school to the next. Migrant students may not have with them the immunization records necessary to allow them to enter school. So, health services are often unnecessarily duplicated. Because the lifestyle of migrant students may differ from those of non-mobile students, and their school enrollment patterns may be irregular, it is essential that instructional and placement staff make rapid, as well as accurate, decisions regarding academic placement to maximize the time the students spend in school. School health personnel, too, often face the dilemma of providing immediate and necessary (sometimes life-saving) follow-up services to migrant children with serious problems. The data included in the MSRTS Educational and Health Records are offered as one of the tools in a school's repertoire of strategies to meet the instructional and health needs of the migrant student.

Part 2: History of the MSRTS

Originally, the MSRTS began as a manual system for exchanging information on migrant students shared by the states. The system grew rapidly, nearly tripling in enrollments during its first year. This growth created two immediate needs: 1) a quicker way to transfer information; and, 2) more data on students enrolled, including a health record. By the end of 1971, an automated recording system stretched across the nation into almost every state, and included a new health record. In 1975, the MSRTS was joined by the Commonwealth of Puerto Rico

and changes in federal regulations permitted the inclusion of eligible migratory fishermen and five-year formerly migratory students in the data base. According to the MSRTS Student Distribution Summary Report (February, 1989), there were 566,468 migrant students entered into the MSRTS data bank during 1988. Ten years after the system began, a common language for recording education information was created for all states to use, making the exchange of educational information consistent throughout the country. The MSRTS Educational and Health Records in use today (Figures III-1 and III-2) reflect changes that have been incorporated as a result of two massive revisions done since its inception, the last of which was completed in 1983. The National Association of State Directors of Migrant Education (NASDME) oversees the activities of and responds to recommendations by the National MSRTS Committee regarding changes needed in the overall system and, specifically, in the educational and health records. This process provides each state a continuing opportunity for input regarding the content, format, and operation of the MSRTS.

A GUIDE TO THE MSRTS EDUCATIONAL RECORD FOR SECONDARY MIGRANT STUDENTS

It is very important to understand the rationale used to develop the current Secondary Credit Data section of the MSRTS. The previous interstate secondary credit accrual system was a voluntary agreement between states and between districts from different states. The agreement was not written; rather, it was functional. Certain types of information about students were exchanged by telephone and by mail. Occasionally, face-to-face meetings were arranged by various participants. The key to the success of the project, and it was very successful, was the commitment of the educators involved. Thus, the challenge to the committees which developed the computerized secondary credit accrual system was to:

- Replicate, through the MSRTS computer, the development and processing of the same type of information about secondary migrant students that the manual system was using;
- Determine what additional information was needed, develop the proper computer vehicle to process that information, and systematize the whole secondary credit accrual concept; and,
- Provide the means, within the computerized system, not only for safeguarding the original commitment to secondary credit accrual, but to expand it to the numerous states, hundreds of districts, and thousands of migrant students not enrolled in the system.

The approach taken in the development of this chapter is to:

- Provide background about the national Migrant Student Record Transfer System (MSRTS) and each section of the MSRTS Educational Record for secondary migrant students;

- Provide non-practitioners with the overall concept and also sufficient technical detail about the MSRTS secondary record to assist practitioners (particularly counselors, registrars, and teachers) in interpreting, using, and reporting Secondary Credit Data.

Explanations within this chapter further emphasize the nature of the information and how it can be used, rather than on the technical coding procedures for reporting the information to the MSRTS data bank.

NOTE: For further information on how to use, interpret, and update the MSRTS Educational and Health Records, refer to the national MSRTS manuals entitled, People to People: Utilization Opens Doors, MSRTS Educational Users' Manual, and MSRTS Health Users' Manual.

Texas Student Record Transfer Standard (TSRTS)

1. Statement of Purpose and Need

Students moving between school districts require the sharing of placement information, yet lags in the current process for transferring information does not always lead to appropriate and timely student placement. In addition to the need for coordination of local effort, there is also a growing recognition of the need to coordinate information between various local, state and federal information systems. The Texas Student Record Transfer Standard (TSRTS) has been developed as one part of the movement toward coordination of information-sharing that describes a standard mechanism for "tracking" student information throughout Texas.

The TSRTS proposes that a minimum set of data elements be used for transferring student information between school districts. The current document describes a standard content and format to be used for either automated or paper form for the TSRTS. PEIMS definitions and formats are used where possible, in order to maintain consistency and to reduce duplication of effort. The TSRTS can be created by extracting from existing district databases, or by using a paper form, should automated transmission be unavailable. The minimum set of data to be shared is identical regardless of the method chosen for transfer. New legislation also adds a 30-day deadline for transferring student information between school districts in Texas.

The TSRTS specifies a practical, standard method for placing a new student efficiently. These standards have been developed for easing the process of information flow between districts as required by TEC §21.0313, Identification Required for Enrollment, and TEC §11.205, Dropout Reduction Program.

1.1 TEC §21.0313, Identification Required for Enrollment

TEC §21.0313, Identification Required for Enrollment, is intended to assist in locating missing children. It defines standard procedures to be followed by school districts for including child identification in the enrollment process for all Texas students. TAC §129.1, Attendance in General, has been amended to provide clarification of the law, such that the requirements for identification, documentation, and student records transfer are specified by the commissioner.

Two major parts of this law are: 1) the requirement to confirm student identity within 30 days after enrollment; and, 2) the transfer of student records from the district of last attendance to the requesting district within 30 days. Child identification, included in district enrollment procedures, consists of district verification of "the child's birth certificate or another document suitable as proof of the child's identity." In order to implement this law, the state must define "acceptable proof of identity," (see Section 2.1), and "records to be transferred," (see Section 2.2). The State Board of Education adopted an amendment to 19 TAC §129.1, Free Attendance in General, requiring the commissioner to define identification documents and to establish a minimum set of data for students who move into, and between, Texas school districts.

1.2 TEC §11.205, Dropout Reduction Program

TEC §11.205, Dropout Reduction Program, mandates an education program for dropout reduction that includes standardized statewide record-keeping, documentation of school transfers, and follow-up procedures for students who drop out of school. The development of statewide procedures for documenting school transfers will provide a mechanism for differentiating "school leavers," who move from one district to enroll in another district with no prior notification, from those who drop out of school. The validity of available student statistics will be enhanced by an effective implementation of the TSRTS.



Public Education Information Management System

Texas Student Record Transfer Standard (TSRTS):

Executive Summary

The Texas Student Record Transfer Standard (TSRTS) has been developed to implement law by providing standard procedures for identifying students and transferring student information between school districts. In addition to implementing TEC §21.0313, Identification Required for Enrollment, a legislative effort addressing the problem of missing children, TSRTS will enhance the ability for statewide tracking of student data through the Public Education Information Management System (PEIMS).

Content and Format of the Minimum Student Record for Transfer

Identification information for all students enrolled in a Texas school district, served through the district, or under contract with the district or state for services, including students served through infant programs, must be reported through the Public Education Information Management System (PEIMS). Please refer to the *PEIMS 1990-91 Data Standards*, pp. 2.27-2.28, for additional information about PEIMS reporting requirements.

Districts are also required by law to transfer student records so that the requested information is available for any student enrolling in a district. District enrollment procedures are suggested to include a method for ascertaining either the social security number (SSN) or state-approved alternative identification number for the student. This number is absolutely necessary if the previous district attended is unknown or if information is not available. The statewide student identification number will be the central piece of information to track student movement throughout Texas.

The TSRTS defines a simple set of data items that could be transferred easily between districts over TEA-NET, so that the information needed for student placement will be available with speed and reliability. Any additional information required to complete the student records can be sent in a follow-up packet through the mailing system.

2.1 Identification Documentation

An amendment to TAC §129.1, Free Attendance in General, establishes guidelines for the documents acceptable for confirming the identity of students moving into a new district.

Some of the criteria used by the Social Security Administration for acceptable proof of identity have been adopted for district confirmation of a child's identity.

The documents acceptable for identification are:

- Birth Certificate
- Driver's license
- Passport
- School ID card, records, or report card
- Hospital birth records
- Adoption records
- Church baptismal record
- Any other legal document that establishes identity

The original document, certified copy, or photocopy made and certified by the county clerk or other official who keeps the record of the above-listed documents, qualifies as acceptable proof of identity.

If the appropriate documentation is not available within 30 days of enrollment, the district is required to contact the Missing Children's Clearinghouse, Department of Public Safety. The responsibility for follow-up investigations will be assumed by the Clearinghouse. It is important to note that children cannot be denied enrollment on the basis of the requirements listed in TEC §21.0313.

2.2 Minimum Set of Elements for the TSRTS

The minimum set of data for the TSRTS has been defined so that information necessary for placement and required by law can be included on an automated set of student records for transfer, a standardized withdrawal form, or other acceptable paper documents containing the minimum information (see Section 3.4 for specific example).

Section 2.2.1 describes the minimum set of data elements for transferring student information between school districts consisting of two parts, PEIMS data and additional information needed for student placement, which has been listed in "PEIMS" format. Both parts are included in the "minimum set" to be included in student information transferred, whether by mail or in automated form. Standard definitions and codes are available for most of the elements currently collected through PEIMS. Standards for the remaining elements have been suggested to promote consistency and understanding of information flowing between districts.

**CHAPTER VII:
GRADUATION REQUIREMENTS**

CHAPTER VII GRADUATION REQUIREMENTS

PLAN AHEAD Parents, it is your responsibility to know what courses your son/daughter will need in order to graduate from high school. It is never too early to start planning your child's future. Courses at the high school are divided into two categories: **REQUIRED** (English, Math, Science, Social Studies, PE/Health); and, **ELECTIVE** (Agriculture, Art, Business, etc.) Depending upon your child's abilities and future plans, an appropriate four year high school graduation plan will be developed by the school counselor.

FOUR YEAR PLAN: A graduation plan needs to be developed by your child with the assistance of your school counselor. The counselor will develop a four year plan that will meet the requirements of one of the three main graduation plans in Texas. If you and your child are planning for him or her to go to college, the Advanced Plan or Advanced Plan with Honors would be highly recommended.

GRADUATION PLANS:

Academic Plan -- This is a basic graduation plan which will meet the minimum requirements for graduation. Under this plan, twenty-one credits are required (14 required and 7 elective). Graduation under this plan allows for more elective courses such as multiple period vocational courses.

Advanced Plan -- This is a college preparatory program and has higher requirements than the academic plan. Under this plan, twenty-two credits are required (19 required and 3 elective). Graduation under this plan requires that the student take on grade level courses or above in order to meet the requirements of this program.

Advanced Plan with Honors -- This plan is designed for highly motivated students who wish for a wider range and greater depth of subject matter. The graduation requirements are the same as the Advanced Plan except that the student must enroll in at least five (5) courses designated as Honors.

The counselor will incorporate your child's graduation plan into a four year plan. A child can move from one plan to the next provided that he/she meets the minimum requirements of that program.

GRADUATION PLANS

Subject	Academic Credits	Advanced Credits	*Advanced w/Honors Credits
Language Arts	4	4	4
Mathematics	3	3	3
Science	2	3	3
Social Studies	2½	2½	2½
Economics	½	½	½
PE	1½	1½	1½
Health	½	½	½
Foreign Language	0	2	2
Fine Arts	0	1	1
Computer Science	0	1	1
Electives	7	3	3
	21	22	22

*Advanced w/Honors same as Advanced with the following addition: Students must take at least five (5) courses designated as "Honors Courses" as approved by the Board of Trustees and the State. Selection of these honor courses will be from the English, Math, Science, and Social Studies departments.

ATTENDANCE

A second and separate requirement for graduation is attendance in school. You must be sure that your child is in school every day while enrolled in your school district.

Remember that the state of Texas says that before a student can receive credit for a course, he/she must be enrolled in that course for a certain number of hours. Failure to meet this requirement can result in "no credit" granted.

Entering late or withdrawing early are considered excused absences for your child, but excessive absences after enrollment are not. Check with your high school's attendance office for details.

STATE EXAMS

A third requirement for graduation is the Texas Assessment of Academic Skills (TAAS). Your son or daughter must show mastery on the Writing, Reading, and Mathematics Exams in order to meet state requirements.

Failure to meet these requirements:

Credits
Attendance
TAAS

can result in your child not graduating.

Again, visit your counselor at least once a year and ask about your child's progress on credits, attendance, and TAAS.

GRADE PLACEMENT

In high school, your son/daughter is not automatically passed from one grade to another, but must master so many courses before he/she is granted "placement." Credit is a term used to mean that a student has achieved at least a grade of 70 in that course (70 is the minimum passing grade in Texas). Failure to meet the minimum requirement for a required course will mean that he/she must retake that or an equivalent course. Placement usually occurs when one accumulates these credits.

Freshmen	9th	0 - 4½ Credits
Sophomores	10th	5 - 9½ Credits
Juniors	11th	10 - 14½ Credits
Seniors	12th	15 - Graduation

Parents, as you can see, graduation requirements are complex. Therefore, your involvement in your child's educational plan is essential.

Chapter 75 alters secondary curriculum

With the passage of House Bill 246, Chapter 75 Curriculum, many curriculum guidelines and graduation requirements have changed for this year. The following are new requirements for Junior High and High School students.

Grades 7 - 8 Requirements (Requisitos para grados 7 - 8)

SUBJECT (MATERIAS)	UNITS (UNIDADES)
English Language Arts (Artes de Lenguaje).....	2
Mathematics (Matematica).....	2
Life Science (Ciencia Biologica).....	1
Earth Science (Ciencia Terrestre).....	1
Physical Education (Educacion Fisica).....	1
Texas History/Geography-Grade 7 (Historia y Geografia de Tejas-Grado 7.....	1
U.S. History/Citizenship-Grade 8 (Historia y Ciudadania de los Estados Unidos).....	1
Computer Literacy (Conocimientos Basicos de Computadora).....	0 or 1/2
(Students may be exempted if they master the essential elements for computer literacy on an assessment instrument.)	
Reading Improvement or ESL.....	0, 1 or 2
(Mejoramiento de Lectura o Ingles Como Segunda Lengua)	
(Students in grade 7 or 8 who score one year or more below grade level on a standardized achievement test shall be assigned to one of the above.	
Estudiantes que anoten bajo de un ano o mas en una prueba estandar seran asignados a estos clases.)	
Electives (Electivos).....	Sufficient to complete 12 units (Suficiente para completar 12 unidades)

HIGH SCHOOL GRADUATION REQUIREMENTS (REQUISITOS PARA GRADUAR)

SUBJECTS (MATERIAS) CREDITS (CREDITOS)

English Language Arts (Artes de Lenguaje).....	4
Mathematics (Matematica).....	3
Science (Ciencia).....	2
World History or World Geography (Historia Mundial o Geografia Mundial) 1	
U.S. History (Historia de los Estados Unidos).....	1
U.S. Government (Gobierno de los Estados Unidos).....	1/2
Economics (Economia).....	1/2
Physical Education (Educacion Fisica).....	1 1/2
Health (El Ser Humano y la Salud).....	1/2
Electives (Electivos).....	7

Total: 21

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ADVANCED HIGH SCHOOL PROGRAM REQUIREMENTS **(REQUISITOS PARA GRADUAR DEL PROGRAMA AVANZADO)**

SUBJECTS (MATERIAS)	CREDITS (CREDITOS)
English Language Arts (Artes de Lenguaje).....	4
(English I, II, III, IV - Academic. Journalism, Creative Writing, Debate and Introduction to Speech Communications can substitute for English IV.)	
Mathematics (Matemática).....	3
(Algebra I, Algebra II and Geometry - If credit is given for any of these courses in grades 7 or 8, then the student must complete three units from high school math subjects.	
Science (Ciencia).....	3
(Selected from Physical Science, Biology I and II, Chemistry I and II, Physics I and II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management or Physiology and Anatomy.	
Other Languages (Otras Idiomas).....	2
World History or World Geography (Historia Mundial o Geografía Mundial).....	1
U.S. History (Historia de los Estados Unidos).....	1
U.S. Government (Gobierno de los Estados Unidos).....	1/2
Economics (Economía).....	1/2
Physical Education (Educación Física).....	1 1/2
Health (El Ser Humano y la Salud).....	1/2
Computer Science (Ciencia de Computadoras).....	1
(Selected from Computer Mathematics I and II, Business or Vocational Data and Word Processing, Business or Vocational Computer Programming, Computer Science I and II.)	
Fine Arts (Las Artes).....	1
(Selected from State Board of Education approved courses.)	
Electives (Electivos).....	3

Total: 22

SECONDARY CREDIT ACCRUAL

New legislation passed in 1989 and included in Chapter 19 Texas Administrative Code Section 61.65 Absences; and Texas Education Code 21.041 Absences says, "The late enrollment and/or early withdrawal of a migratory student" is considered an *extenuating circumstance* that allows a migrant student to receive credit for a course with *less than the required 80 days of attendance* when approved by the attendance committee.

The Texas Migrant Interstate Program urges all counselors and registrars to use the above information to ensure that migrant students receive semester credit for course work completed even if the student was unable to attend the 80 days in a semester. Under no circumstances should a migrant student, due to his migration, be denied the opportunity to complete course work for semester credit.

The selection of a college—including the cost—is an important decision for the whole family. Going to college costs a lot, but if you need money, it is available, provided you plan ahead.

What is financial aid?

Financial aid is money to help pay for college. This money can be used for educational expenses (tuition, fees, and books) as well as for other expenses (food, housing, and transportation).

Can we get financial aid if my child doesn't want to go to a 4-year college?

Yes. Money is available for vocational/trade schools as well as for 2-year community or junior colleges.

Do you have to be poor to get financial aid?

No. You do not have to be poor to get financial aid; but you must show that you *need* money. Need is the difference between what it costs to attend college and what your family can afford to pay.

How can I get money for my child's education?

The guidance counselor can help you apply for money for college when your child is in the senior year of high school.

What are the important things I have to do?

The two most important things are:

1. Develop a belief in your child's ability.
2. Follow your child's progress in school.

What are the first steps?

1. Go to the school and talk with the guidance counselor about your child's future.
2. Keep and use this guide to be sure that your child is taking the right courses.
3. Encourage your child to study.
4. Be involved in school activities. Go to parents' nights and conferences with your child's teachers.
5. Be sure your child is taking the most difficult courses he or she can handle so that career choices are open.

Remember, your child's future is at stake.

If you would like additional copies of this brochure, write:

Guide for Parents
NACAC

1800 Diagonal Road, Suite 430
Alexandria, Virginia 22314

Or phone:
(703) 836-2222

If you need more information about college admission, contact the counseling department in your school. They look forward to hearing from you.

Guide for Parents

What kind of life
do you want
for your son or daughter?

Do you want
your child to be able
to find a job after high school?

Do you want
your child to be a
doctor, lawyer, accountant, or teacher?

How does
your child plan
for the best possible future?



National Association of
College Admission Counselors

As a parent, you want the best for your child's future. Planning must begin in the ninth grade. If you wait until the junior or senior year of high school, you've waited too long.

This brochure will help you and your child make the right decisions *now*, when it counts.

What should my child do in the 7th and 8th grade?

1. Your child's ability to read and write is the most important and basic skill needed for the future.
2. Your child needs a firm foundation in math.
3. Your child should take advantage of courses offered in science, social studies, and foreign languages.
4. Your child must learn good study habits.

What can I as a parent do?

Take an interest in what your child is studying. The courses your child takes and the grades he or she now receives have a lot to do with what your child can do after high school.

How do I find out what courses my child should take in high school?

Talk with the counselor at the school. The counselor can show you what classes best prepare your child for the future. Teachers and principals may also help. Use the chart at the opposite side of the page as a guide to be sure that your child will take the proper courses.

UNIVERSITY OUTREACH CENTER
508 North 10th St.
McAllen, TX 78501

Phone: 686-2161



National Association of
College Admission Counselors
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What high school courses will best prepare my child?

Courses for Entering	1 Colleges, Universities, Military Academies	2 Arts	3 Vocational and Technical Jobs	4 Business Careers
English	4 years	4 years	4 years	4 years
Science	2 to 4 years Biology Chemistry Physics	1 to 3 years	1 to 3 years	1 to 3 years
Math	2 to 4 years Algebra Geometry Trigonometry Calculus	2 to 4 years	2 to 4 years	2 to 4 years
History	2 to 4 years	2 to 4 years	2 to 4 years	2 to 4 years
Foreign Language	2 to 4 years of same language			
Other	Music, Art	Music, Art Dance, Drama	Shop and skills courses	Shorthand Bookkeeping Typing

Familiarity with the computer is useful in all areas.

For what careers do these courses prepare my child?

Here are just a few examples. Careers are listed under the types of preparation.

1. College	2. Arts	3. Vocational	4. Business
accountant architect clergy counselor doctor engineer lawyer nurse teacher	actor/actress artist (painter) commercial artist dancer fashion designer filmmaker interior designer musician photographer	beautician carpenter chef computer repair technician electrician machinist mechanic plumber tailor/dressmaker welder	bank teller bookkeeper clerk computer operator court reporter receptionist secretary travel agent word processor operator

**CHAPTER VIII:
POST SECONDARY EDUCATION
OPPORTUNITIES**

CHAPTER VIII POST SECONDARY EDUCATION OPPORTUNITIES

COLLEGE AND UNIVERSITY MIGRANT PROGRAMS:

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

The CAMP program is a one year federally funded scholarship for migrant students.

The following are the Eligibility Guidelines:

- be a legal U.S. Resident;
- have been employed in migrant or seasonal farm work for at least 75 days in the past 24 months;
- be a high school graduate or have a G.E.D.; and,
- be financially eligible.

Universities having a CAMP program are:

St. Edward's University -- Austin, TX
Southwest Texas State University -- San Marcos, TX
California State University -- Sacramento, CA
Boise State University -- Boise, Idaho
Oregon State University -- Corvallis, Oregon
University of Tennessee -- Knoxville, TN

JOSEPH MATTERA NATIONAL SCHOLARSHIP FUND FOR MIGRANT CHILDREN

The Joseph Mattera Scholarship is for financially needy migrant youth who have the potential and desire to further their education.

The Eligibility Guidelines are:

- To be a child of, or a migratory farmworker (priority is given to interstate migrant students);
- To be enrolled in or accepted at an accredited public or private college, technical or vocational school;
- To be a dropout or potential dropout from high school showing promise of ability to continue schooling; and,
- To be recommended by a representative of a community, school, or other educational agency able to vouch for the educational status, financial need, and migratory status of the applicant.

For further information and to submit applications, write to:

Joseph Mattera National Scholarship Fund for Migrant Children
BOCES Geneseo Migrant Center
Holcomb Building 210-211
Geneseo, New York 14454
(716) 245-5681

TEXAS ADVOCATES FOR MIGRANT STUDENTS (TAMS)

TAMS was established as a non-profit organization in June of 1987. Its purposes are:

- To provide direct financial assistance to migrant students for post-secondary educational training;
- To promote the provision of scholarship grants and aid from other sources;
- To promote leadership training for the membership of Texas Advocates for Migrant Students; and,
- To establish a Migrant Education Research Center.

Funds are currently being raised for this scholarship. For further information contact:

Mr. Jesús Vela, Jr.
Texas Migrant Interstate Program
P.O. Drawer Y
Pharr, TX 78577
(512) 787-9994 or 1 (800) 292-7006

OHIO STATE UNIVERSITY CAMPBELL SOUP SCHOLARSHIP

The office of Minority Affairs at Ohio State University is currently responsible for the Campbell Soup Scholarship and other programs available to minority students. This scholarship provides for an instructional support system, a counseling and guidance support system, and all possible financial aid opportunities.

To be eligible, a student must:

- be a member of an ethnic minority group;
- have a cumulative grade point average of 3.0 or better in a college preparatory curriculum; and,
- qualify as a resident of Ohio, or
- meet the definition of "migrant."

The parent or guardian must be a currently migratory agricultural worker (inter/intra-state) who has worked in Ohio for at least three months in each of the immediate past three years. The student must currently reside in Ohio, but was eligible to be counted as a currently migratory child within the past six years.

For additional information and application materials, write or call:

Mr. Victor Mora
Director of Hispanic Affairs
Office of Minority Affairs - OSU
Campbell Soup Scholarships
1000 Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210-1230
(614) 292-8235

OTHER SCHOLARSHIPS

Many other scholarships are available locally. For further information, contact your local senior high school counselor or refer to the Compendium of Texas Colleges.

VARIOUS DEGREE OPTIONS:

Technical schools -- offer career or vocational skills training to your children after graduation from high school. A certificate or license is usually obtained.

Associate degree -- offered on a two-year training or educational program at a junior college or its equivalent.

Baccalaureate degree -- offered after the successful completion of a four-year university program.

Professional degrees -- are offered after a university degree in a specific area such as law, medicine, architecture, pharmacy, etc.

FINANCIAL AID HIGHLIGHTS:

Migrant students need to be aware that financial aid is available. Migrant personnel should be prepared to provide basic financial aid information to migrant students.

EXPECTED EARNINGS

The following statistics can be shared with students to remind them that education PAYS off in the long run:

	Yearly Salary	Monthly Salary	Weekly Salary
Drop out	\$ 9,000-10,000	800	200
High School Graduate	12,000-15,000	1125	280
College Degree	15,000-30,000	1700	425
Master's Degree	25,000-50,000	3300	835
Above Master's Degree	40,000-80,000	5000	1300

EDUCATIONAL EXPENSES

A student's total educational expenses include:

- Tuition and fees - vary, depends on the institution
- Books and supplies - from \$350 to \$450
- Room and board - depends on whether living in the dorms, at home, or renting
- Transportation - car transportation if at home, or two round-trips per year to home town
- Personal - shoes, clothing, laundry, recreation, etc.

These expenses can run anywhere from \$4,000 to \$14,000 per year.

Students and parents are expected to contribute to these educational expenses insofar as they are able to. Therefore:

	TOTAL EDUCATIONAL EXPENSES FOR AN ACADEMIC YEAR
LESS	- <u>EXPECTED PERSONAL/FAMILY CONTRIBUTION</u>
EQUALS	REMAINING FINANCIAL NEED

These educational expenses can be met by applying for Student Financial Aid which is available on a first-come-first-served basis and may be in the following forms:

- Scholarships
- Awards/grants
- Jobs/work study
- Educational loans

The Student's Role: Senior Year

- Attend college night for information about colleges/universities.
- Register EARLY for ACT or SAT, prepare for, and take tests.
- Complete admissions process - EARLY.
- Encourage parents to prepare income tax return EARLY as you will use it to apply for financial aid.
- In January, obtain the correct financial aid form, complete it, and mail it.

The Counselor's Role: Help Students and Parents

- Learn about college/university admission requirements.
- Learn about financial aid opportunities.
- Learn about potential sources of aid.
- Understand and successfully complete the application process.

Application Forms: There are three forms generally accepted by colleges/universities. They are:

- Financial Aid Form (FAF)
- Family Financial Statement (FFS)
- Application for Federal Student Aid (AFSA)

To determine which one you need, contact the college or university you are interested in and/or check the Compendium of Texas Colleges and Financial Aid Calendar. In addition, most institutions require you to complete their own Application for Financial Aid.

FINANCIAL ASSISTANCE:

PELL GRANT

(formerly Basic Educational Opportunity Grant-BEOG)

Grants are from \$200 to \$2,200 and are for eligible undergraduate students with demonstrated financial need. The AFSA, FAF, and/or FFS applications are used to apply. The Pell Grant requires no repayment.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

Grants are up to \$4,000 per academic year. The SEOG is campus based, providing for the financial aid officer at each institution to determine the student's eligibility. Priority is given to students who receive a Pell Grant.

COLLEGE WORK-STUDY PROGRAM (CWSP)

Work-study pays at least current Federal minimum wage for part-time on or off-campus jobs. The monies are campus-based and a student's eligibility is dependent upon his remaining financial need.

ROBERT T. STAFFORD STUDENT LOAN PROGRAM

(formerly Guaranteed Student Loan-GSL Program)

Eligibility is based on financial need, determined by the financial aid officer at each institution. Student applies directly to eligible lenders (bank, credit union, savings and loan, etc.). Repayment begins six months after student is no longer enrolled in at least half-time study. The interest rate is 8% per annum.

PERKINS LOAN

(formerly National Direct Student Loan-NDSL)

This loan is campus-based for undergraduate students. Interest rate is 5% and begins nine months after student is no longer enrolled in at least half-time study.

PARENT LOAN FOR UNDERGRADUATE STUDENT (PLUS) PROGRAM

Available to parents for student's educational expense. Repayment begins within sixty days of the loan and the interest rate is 12%.

**CHAPTER IX:
ECONOMIC TRENDS AND PROJECTIONS**

CHAPTER IX ECONOMIC TRENDS AND PROJECTIONS

Parents, you are at an advantageous position to help your child make wise and intelligent career choices.

By all means encourage your children to stay in school. Education translates into money power. See examples below.

HOW MUCH CAN YOU EXPECT TO EARN AND WHAT THOSE EARNINGS WILL BUY YOU

	INCOME/ YEAR	INCOME/ MONTH	INCOME/ WEEK	CAR
DROPOUT	\$ 9,000-10,000	\$800	\$200	1975 PINTO
HIGH SCHOOL GRADUATE	\$12,000-15,000	\$1,125	\$280	1985 CHEVETTE
COLLEGE DEGREE	\$15,000-30,000	\$1,700	\$425	CROWN VICTORIA OR CAMARO
MASTER'S DEGREE	\$25,000-40,000	\$3,300	\$835	NEW YORKER OR CORVETTE
ABOVE MASTER'S DEGREE	\$40,000-80,000	\$5,000	\$1,300	CADILLAC OR PORSCHE

But,

if your son or daughter drops out of school, they can expect to do jobs that do not pay as much and they are more at the mercy of the jobs available.

MOST RECENT JOBS OF DROPOUTS

<u>KIND OF WORK</u>	<u>MALE</u> <u>PERCENTAGE</u>	<u>FEMALE</u>
TOTAL	100.0	100.0
LAWN WORK, ODD JOBS	6.0	2.9
WAITER, WAITRESS	14.1	23.0
BABY SITTING OR CHILD CARE	.1	14.0
FARM WORK	8.7	1.5
FACTORY WORK	10.9	8.0
SKILLED TRADE	13.9	2.8
OTHER MANUAL LABOR	12.1	8.1
STORE CLERK OR SALESPERSON	5.9	15.2
OFFICE OR CLERICAL	1.2	10.2
HOSPITAL OR HEALTH	.9	2.5
GAS STATION , CAR WASH	8.4	1.9
DELIVERY JOBS	1.7	.4
MILITARY	5.8	2.4
OTHER JOBS	10.4	7.2

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SOURCE: HIGH SCHOOL AND BEYOND, NCES 83-2216, NATIONAL CENTER
FOR EDUCATION STATISTICS, U.S. DEPARTMENT OF EDUCATION

JOB PROJECTIONS - EMPLOYMENT OFFICE SAMPLE

For a more detailed breakdown of the Industry Titles, please contact the nearest Texas Employment Office in your area.

MCALLEN-EDINBURG-MISSION MSA EMPLOYMENT BY INDUSTRY FOR 1985 AND PROJECTIONS TO 1995

INDUSTRY TITLE	ANNUAL AVERAGE EMPLOYMENT		CHANGE IN EMPLOYMENT 85-95	ANNUAL GROWTH RATE
	1985	1995		
TOTAL ALL INDUSTRIES	108,550	138,550	30,000	2.8
AGRICULTURE, FORESTRY, AND FISHING, TOTAL	11,450	14,600	3,150	2.8
MINING, TOTAL	1,750	1,300	-450	-2.6
OIL AND GAS EXTRACTION	1,650	1,150	-500	-3.0
CRUDE PETROLEUM AND NATURAL GAS	150	200	50	3.3
OIL AND GAS FIELD SERVICES	1,450	900	-550	-4.0
NONMETALLIC MINERALS, EXCEPT FUELS	100	150	50	5.0
CONSTRUCTION, TOTAL	6,450	7,850	1,400	2.2
GENERAL BUILDING CONTRACTORS	1,450	1,650	200	1.4
RESIDENTIAL BUILDING CONSTRUCTION	600	800	200	3.3
NONRESIDENTIAL BUILDING CONSTRUCTION	800	850	50	0.6
HEAVY CONSTRUCTION CONTRACTORS	1,450	1,800	350	2.4
HIGHWAY AND STREET CONSTRUCTION	650	850	200	3.1
HEAVY CONSTRUCTION, EXCEPT HIGHWAY	800	950	150	1.9
SPECIAL TRADE CONTRACTORS	3,550	4,400	850	2.4
PLUMBING, HEATING, AIR CONDITIONING	650	750	100	1.5
PAINTING, PAPER HANGING, DECORATING	200	300	100	5.0
ELECTRICAL WORKS	700	900	200	2.9
MASONRY, STONEMWORK, PLASTERING	550	750	200	3.6
CARPENTERING AND FLOORING	150	200	50	3.3
ROOFING AND SHEET METAL WORKS	200	300	100	5.0
CONCRETE WORKS	450	500	50	1.1
MISCELLANEOUS SPECIAL TRADE CONTRACTORS	650	700	50	0.8

Parents, there is no greater crime that you can do to your children than not to be informed in what career choices will be of most demand in the future. For example, a student studies computers, or a similar career, and cannot find a job in his home area. As a result, he or she must again migrate. All of the sacrifices that you and your son/daughter have made have been in vain.

So, it is with this intent that the educator, you the parent, and the student work together so that the right career choice can be made. For example, according to the Texas Employment Office, the figures concerning the demand of certain jobs in South Texas up to 1995 are as follows:

<u>Industry Title</u>	<u>Annual Growth Rate</u>
Construction	2.2
Manufacturing	2.8
Transportation/Communication	2.9
Trade	3.0
Retail	3.2
Food Stores	3.5
Finance, Insurance, Real Estate	2.4
Service	3.0
Government	2.8

LABOR TRENDS - PAST AND PRESENT

WHERE WE WERE IN THE 19TH AND 20TH CENTURY: (1930-1975)

- A LABOR-INTENSIVE MARKET
- OIL AND GAS RICH STATE
- PLENTY OF JOBS
- A DROPOUT COULD MAKE A GOOD LIVING

THE PRESENT LABOR TRENDS: (DUE TO A CHANGING ECONOMY)

- HIGH TECH (COMPUTER TECHNOLOGY)
- SERVICE
- INFORMATION
- COMMUNICATION SKILLS (SPEAK, READ, WRITE AND COMPUTE)

SIGNIFICANT CHANGES COMING IN THE 21ST CENTURY

- MORE DEVELOPING-WORLD STUDENTS
- MORE LIFE-LONG EDUCATION
- OLDER STUDENTS
- ON-THE-JOB TRAINING
- MORE TIME TO PURSUE KNOWLEDGE

LABOR TRENDS AND EVENTS THAT INFLUENCED LABOR AND THE MIGRANT FAMILY

- 1910:
- THE MEXICAN REVOLUTION DROVE THOUSANDS OF MEXICANS NORTH INTO THE UNITED STATES.
 - THE U.S. HAD A HIGH INDUSTRIAL WORKFORCE. THOSE IMMIGRATING TO AMERICA FOUND ROOM AT THE BOTTOM LEVELS OF THE AGRICULTURAL LABOR FORCE.
 - NO RECORD OF MIGRANT STUDENT DROPOUTS
- 1929:
- THE GREAT DEPRESSION
- 1930:
- IMMIGRATION POLICY RESTRICTING IMMIGRATION
- 1942:
- MEXICAN FARM LABOR PROGRAM AGREEMENT SIGNED. BETTER KNOWN AS THE "BRACERO PROGRAM."
 - STEADY FLIGHT OF MIGRANT FAMILIES AND MIGRANTS GOING TO WORK IN OTHER STATES
 - NO RECORD OF MIGRANT STUDENT DROPOUTS
- 1942-1964:
- AGRIBUSINESS FLOURISHES
 - PEAK MIGRANT FARM LABOR ACTIVITY. THOUSANDS OF MIGRANT FAMILIES MIGRATE TO OVER 35 STATES.
 - NO RECORD OF MIGRANT STUDENT DROPOUTS
- 1966:
- MIGRANT EDUCATION LEGISLATION PASSED INTO LAW.

- 1966-1975: • A PERIOD OF CONTINUED MIGRATION OF FAMILIES AND STUDENTS FROM TEXAS. THE FIGURES BEGIN TO DECLINE. STATUS 3 MIGRANT STUDENTS INCREASE.
- IN 1975, EXOTEC REPORTS AT LEAST AN 89% DROPOUT RATE NATIONALLY.
- LABOR FORCE DEMANDS BEGIN TO CHANGE.
- 1976-1979: • OIL AND GAS INDUSTRY BEGIN TO DECLINE IN THE STATE. OIL AND GAS REVENUES BEGIN TO DROP. ECONOMY BEGINS TO BE AFFECTED.
- PESO DEVALUATION BEGINS TO MAKE AN IMPACT ALONG THE TEXAS-MEXICO BORDER. THE FINANCIAL AND ECONOMIC IMPLICATIONS ARE FELT STATE-WIDE. UNEMPLOYMENT IS A CONCERN.
- LABOR TRENDS AND THE LABOR-FORCE REQUIREMENTS BEGIN TO CHANGE FROM LABOR-INTENSIVE TO HIGH-TECH.
- IN 1979, RESEARCHERS HINOJOSA AND MILLER REPORT A 73% DROPOUT RATE FOR TEXAS MIGRANT STUDENTS IN 3 SCHOOL DISTRICTS IN REGION II.
- 1980-1986: • LABOR FORCE DEMANDS CONTINUE TO CHANGE. THE HIGH-TECH MOVEMENT IS IN FULL FORCE.
- STATUS 1 & 2 MIGRANT STUDENTS DECREASE SIGNIFICANTLY.
- A REPORT FROM T.E.A. INDICATES THAT 50% OF ALL TEXAS MIGRANT STUDENTS DROPPED OUT BEFORE GRADUATION.
- 1987: • 45% OF MIGRANT STUDENTS, NATIONALLY, DROP OUT BEFORE GRADUATION (MIGRANT ATTRITION PROJECT)

**CHAPTER X:
SCHOOL RECOVERY OPTIONS**

CHAPTER X SCHOOL RECOVERY OPTIONS

Parents, an unfortunate distinction that migrants possess is having the highest dropout rate in the nation. Some of the main reasons why migrant children drop out are:

- low self-esteem
- late entry/early withdrawal
- low income
- below grade level
- poor attendance record
- parental education level

If you happen to be the parent of a child who has dropped-out, there is still a way for your children to complete their high school education. Some of the best known avenues are:

GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM

In order to obtain a GED, your son/daughter should receive instruction (tutoring) in order to master the five required examinations in:

- Writing Skills
- Social Studies
- Science
- Literature
- Mathematics

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

This is a migrant program to help high school dropouts receive their GED. This program is usually held at a university where the student studies for his GED exams. He/she can live on or off campus while enrolled. (Consult with your school counselor for program availability in your area.) HEP requirements:

- Must be between 17 and 24 years of age;
- Must be a legal resident of the United States;
- Must have dropped out of school six months before applying; and,
- Must have come from a migrant or seasonal farmworker family.

ADULT BASIC EDUCATION (ABE)

In the past, there have been several components that make up the adult basic education program. (Consult with your school counselor for program in your district.)

Amnesty--forty hours were required to comply with immigration policy. Emphasis is on English, History and Civics. (This component might not be available.)

ENGLISH LANGUAGE DEVELOPMENT

This program is designed to help the participant learn English. Classes are usually held at night. (Consult with your school counselor for a program in your district.)

JOB CORPS

This helps dropout students obtain their GED and learn a saleable skill. The student will need to stay at a school site. (Consult with your school counselor or Texas Employment Commission office near your home.)

JOB TRAINING PARTNERSHIP ACTS (JTPA)

This program might have some GED programs in your area.

UPWARD BOUND PROGRAM

Upward Bound is a federally-funded post-secondary preparatory program, through cooperation between participating universities and secondary schools, to promote the potential of low income academically disadvantaged high school students in post-secondary education.



HOW TO CONTACT THE HEP NEAREST YOU

Do you want your GED? Do you think you might qualify for HEP? If you would like to learn more about a particular HEP program, check the listings on this page.

U. of the Pacific
HEP Program
San Joaquin Delta Coll
5151 Pacific Avenue
Stockton, CA 95207
* 1-209/474-5334

Northern New Mexico
Community College
Div of Plan & Develop
El Rito, NM 87530
* 1-505/581-4434

UT - Pan American
1201 W Univ Drive
Edinburg, TX 78539
* 1-512/381-2521

Univ of Colorado/Regents
Bueno Ctr, Sch of Educ
Campus Box 249
Boulder, CO 80309-0249
* 1-303/492-5416

Multicultural Educ Ctr
Univ of New Mexico
College of Education
Albuquerque, NM 87131
* 1-505/277-5880

SER-Jobs for Pro-
gress, Inc.
Nat'l Headquarters
1355 River Bend Dr
Suite 250
Dallas, TX 75247
* 1-214/631-3999

Institutional Develop
& Econ Aff Serv, Inc
Magnolia Star Route
Nederland, CO 80466
* 1-303/443-8789

SUNY New Paltz
Mid-Hudson Migr Ed Prog
HEP Program
Van den Berg Lng Ctr-304
New Paltz, NY 12561
* 1-914/257-2962
(Call Collect)

Univ of Houston
College of Educ
4800 Calhoun
Suite 405FH
Houston, TX 77204-
5874
* 1-713/749-2193

Univ of South Florida
Coll of Sp Educ HMS 480
HEP Project
4202 Fowler Avenue
Tampa, FL 33620
* 1-813/974-3410

University of Oregon
HEP Program
1685 East 17th Ave
Eugene, OR 97403
* 1-503/686-3531

UT - El Paso
HEP Program
El Paso, TX 79968
* 1-915/747-5562/
5567

Boise State University
Dept of Teacher Educ
HEP Program
1910 University Dr
Boise, ID 83725
* 1-208/385-1194

Catholic Univ of PR
Postal Sub Sta #6
Ponce, PR 00732
* 1-809/844-2315

Central VT Commun
Action Coun Inc
15 Ayers Street
Barre, VT 05641
* 1-802/479-1053

Training & Develop Corp
HEP Program
PO Box 1136
117 Broadway
Bangor, ME 04401
* 1-207/945-9431

Inter American
University of PR
San German Campus
Box 5100
San German, PR 00753
* 1-809/892-1095 Ext 368

Washington St Univ
Coll of Education
Dept of Couns Psych
HEP Program
Pullman, WA 99164-
2131
* 1-509/335-5652

Ctr for Human Servs
7200 Wisconsin Ave
Suite 600
Bethesda, MD 20814-4204
* 1-301/654-8338

Inter American-U Bayamon
G.P.O. Box 3255
San Juan, PR 00936
* 1-809/758-0899

Milwaukee Area
Tech College
High Sch Relations
HEP Program
700 W. State
Milwaukee WI 53233
* 1-414/278-6963/
1805

Miss Valley St Univ
Off of Cont Educ
PO Box 125
Itta Bena, MS 38941
* 1-601/254-9041
Ext 6218 or 6219

Univ of Tennessee
College of Education
18 Claxton Educ Bldg
Knoxville, TN 37996
* 1-615/974-7928

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**CHAPTER XI:
CULTURAL MYTHS AND REALITIES**

CHAPTER XI CULTURAL MYTHS AND REALITIES

FAMILY MYTHS:

Parents, we understand that sometimes it is difficult to break the cycle of generations. Beliefs like "only the eldest son gets an education," or "the woman's place is in the home" can prevent your son/daughter from becoming the person that they truly want to be. You, as parents, are in a position to influence the education of your children. It is important that you keep your children in school as long as possible. Migrant students need to be encouraged to have high expectations that will ensure a successful future. Your child has a difficult time catching up with assignments at school. He/she needs a supportive environment at home. Your child's education cannot be exclusively the school's responsibility. Migrant children will not reach their potentials unless there is cooperation between the home and the school. You need to impress upon your children that a good education will be the key that will open doors for better future opportunities.

Migrant parents also need to believe that they can "make a difference" in the education of their children. In order to have "high expectations" for your children, you also need to believe in yourself and your potential as an individual. Involvement in local school district organizations (PTA, PAC, DAC, etc.), can give migrant parents a voice in community decision-making. Parents need to take part in the selection of effective officers for these organizations, or express interest in holding office themselves.

Parents, in order to let your children know that you do believe in your community and its leaders, it is important to go to the polls and vote for candidates of your choice in local city elections. It is especially important to elect qualified and caring school board members who are sensitive to migrant education issues.

Parents: "Believe in Yourself - You Can Make A Difference"

REALITIES:

WHAT IS THE PARENT ADVISORY COUNCIL (PAC)?

The Parent Advisory Council is composed of parents of students who participate in Chapter 1 Regular and/or Chapter 1 Migrant Programs. Other interested persons may also be included. The council has officers elected by the PAC membership.

Each school has a PAC and elects representatives to the District-Wide PAC. The District-Wide PAC meets once a month to learn about the educational programs and issues at their school district, especially the Chapter 1 Regular and Chapter 1 Migrant Program.

PARENTAL AND COMMUNITY INVOLVEMENT

Parents, many of our school districts offer extensive Parental Involvement Programs. Research indicates that students' success in school is related to a motivating and encouraging home environment. Parents and other members of the community are viewed as partners in the improvement of schools. Recognizing that parent involvement is important, school personnel assist parents in participating actively in school functions.

The parental involvement program involves parents and community members through a variety of activities such as:

- Systematic Training for Effective Parenting/Padres Eficaces con Entrenamiento Sistemático - (STEP/PECES)

STEP/PECES offers parents a realistic and practical approach to meeting the challenge of rearing children today. It helps parents to learn effective, enjoyable ways to relate to their children. STEP also helps parents toward realizing the goal parents want most, to rear healthy children who will grow into responsible men and women capable of living meaningful, happy adult lives.

- Alliance of Parents and Teachers

This program involves parents in their children's education through bi-weekly meetings. The objectives of the program are:

- * To meet the needs in basic skills instruction.
- * To create a comprehensive and motivating home support system.
- * To enhance school and community relations at all levels.

- In School With Your Child

The purpose of this program is to involve parents in their children's education through classroom observations. Through this program, parents are informed of specific instructional methodologies used by teachers in the district, the importance of student's daily attendance, and ways to establish a positive home-school rapport.

- "Discusiones Escolares"

This a radio program with informative discussions about schools and community interests. The program is aired on three radio stations in Spanish twice a week.

- Partners In Excellence/Adopt-A-School

Campuses throughout the state have been "adopted" by civic, church, and business groups. This program has really bolstered community support for public education.

- Parent Contracts

Some school districts have developed a Parents for Excellence Contract in which parents, students, and teachers sign a parents' pledge. Parents accept the responsibility for ensuring that their children have uninterrupted study time at home. Parents also commit themselves to discuss with their children what they have learned at school each day.

- Parent Volunteers

Some districts have organized parent volunteer groups in which parents assist as tutors in classrooms, as library aides, or as audio-visual aides. They help at school crossings and in the cafeteria. They make games and toys, which are used as incentives, and instructional materials for use in the classroom. Some sew costumes for programs, and support fund-raising activities. Others assist with field trips and serve as classroom resource speakers on related classroom topics.

- Parent/Student Community Evening Study Centers

These centers offer alternatives for meeting the needs of potential dropout students and their parents. At these centers the parents participate in ESL classes and parent effectiveness training while the children receive tutoring assistance. The children also enjoy other kinds of fun activities such as folkloric dancing and educational games. The classes are held twice a week in the evenings.

- Chapter 1 Regular and Migrant Parent Involvement Component

Parents of educationally disadvantaged students participate in district-wide parent activities. Various forms of training and opportunities for parents to work with schools and teachers are offered in order to meet the specific needs of parents whose children are low achievers and are being served in Excess Cost classrooms. All parents of Chapter 1 Regular students are encouraged to participate in parenting and school activities as well as volunteering their services. Children of parents who are actively involved in school affairs and activities show a marked academic improvement and take a more active interest in school. A Chapter 1 Regular and Migrant District-wide Advisory Council (DAC) and campus Parent Advisory Councils (PAC) have been established and function regularly. Members provide input on the planning and implementation of the Chapter 1 Regular and Migrant programs. Through systematic consultation with parents, an opportunity has been afforded them to voice concerns and questions pertaining to the educational services offered to their children and the manner in which they are provided.

- Help One Student to Succeed (HOSTS) Program

Help One Student To Succeed is a tutorial program offered to migrant students who need individual remediation and instruction. Community volunteers are needed to help make this program a success.

SCHOOL AND COMMUNITY RESOURCES

The following comprises a partial list of available resources/services for at-risk students and/or their parents:

- * Adult Learning Center
- * Advocacy, Inc.
- * Alateen - Special Friends
- * Alcoholics Anonymous
- * American Cancer Society
- * American Lung Association of Texas
- * American Red Cross
- * Association for Children and Adults with Learning Disabilities
- * Association for Retarded Citizens
- * Boy's & Girl's Club
- * Boys Scouts
- * Cancer Treatment Center
- * Charter Counseling Service
- * Child Abuse Hotline
- * Child Guidance Center
- * Civitan Clubs
- * County Adult Probation Department
- * County Department of Community Affairs
- * County Health Department
- * County Juvenile Probation Department
- * Department of Health
- * Department of Human Services
- * Dial-A-Tape
- * Early Childhood Intervention Program
- * Easter Seal Society
- * Elks Club (Elks Foundation)
- * Family Crisis Center, Inc.
- * Girls Scouts
- * Head Injury Foundation Support Group
- * Housing Authority
- * Image Youth Services, Inc.
- * Kiwanis Clubs

- * Lions Clubs (eyeglasses and camps)
- * LULAC
- * March of Dimes - National Foundation
- * Medical Assistance Support Handicapped
- * Migrant Health Clinic
- * Mujeres Unidas/Women Together
- * Muscular Dystrophy Association
- * Parents Without Partners
- * Planned Parenthood
- * Runaway Hotline
- * Social Security Administration
- * State Commission for the Blind
- * Step House, Inc.
- * Tender Loving Care (TLC) Program
- * Texas Agricultural Extension Service
- * Texas Centers for Mental Health/Mental Retardation
- * Texas Employment Commission
- * Texas Migrant Council, Inc.
- * Texas Rehabilitation Commission
- * Texas Rural Legal Aid, Inc.
- * Texas Youth Commission
- * The Salvation Army
- * United Cerebral Palsy
- * Where People Care (WPC) Program
- * Women's Employment and Education Service
- * Youth Crisis Centers

VIDEO PRODUCTIONS

Available at:
Texas Migrant Interstate Program
P O Drawer "Y"
Pharr TX 78577
(512) 787-9994 or 1-800-292-7006

"A MIGRANT EXPERIENCE"

This production is of a unique nature. It has been taped entirely from a migrant student's point of view. The camera plays the role of the student's eyes as he perceives all home, school, and work experiences during his family's annual migration.

The production is further enhanced by the coordination and cooperation of state and local education agencies in providing the student with a continuous course of study. The student's dedication and determination to complete the academic year and graduate with his classmates is emphasized.

This video may be used with educators who are new to Migrant Education and are not familiar with the plight of the migrant student. The length of this video is 29:00 minutes.

"CULTURAL VALUES OF THE MEXICAN-AMERICAN FARMWORKER"

This video tape depicts the origin and strong cultural values of the Mexican-American farmworkers and how they have managed to survive and sometimes succeed in our American society. Discussed in the video are the family unit, the community, and the music of the Mexican-American.

This video tape may be used with educators who will be teaching children of the Mexican-American farmworker. It is very important that the teacher becomes familiar with the Mexican-American cultural values. The length of this video is 10:15 minutes.

"FARMWORKERS' CONTRIBUTIONS TO AGRICULTURE"

This video tape depicts the many contributions the migrant farmworkers have made to agriculture. It makes reference to the fact that everything on our dining table is picked by farmworkers. It is a very colorful video that illustrates the farmworker working in the fields.

This video tape may be used with educators who are not aware of the type of work that migrant families are involved in throughout the year. The length of this video is 12:00 minutes.

"FIELDS OF DIGNITY"

This documentary provides a brief history of seasonal and migrant farmworkers from the Bracero Program to the present influx of Mexican aliens. Concentrating on farmworkers around the El Paso, Texas, area, it establishes a unique setting of a particular way of life.

Many of the issues and concerns of migrant and seasonal farmworkers seem to have commonalities throughout the state of Texas. The video is accented with comments by two state legislators and positive comments on parental support.

This video tape may be used with educators who are new to Migrant Education and need to become familiar with the history of Migrant Education. The length of this video is 28:30 minutes.

"LAS ASPIRACIONES DE UNA HIJA"

This video is designed to be used primarily in parental involvement training sessions, workshops, or inservices. It could also be used as a motivational tool with high school girls.

Produced in the format of a play, "Las Aspiraciones De Una Hija" is performed primarily in Spanish with some English mixed in. The video depicts a migrant family trying to cope with the oftentimes frustrating conflict of culture and tradition versus today's values and lifestyles. The video does not attempt to provide ready-made solutions to the problems encountered by today's migrant families. It merely intends to serve as a vehicle for awareness training for parents. The length of this video is 19:00 minutes.

"EXEMPLARY MIGRANT STUDENT AWARDS PROGRAM"

Annually, the Texas Migrant Interstate Program and the Texas Education Agency-Division of Special Programs, make an award presentation to the Exemplary Migrant Students in Texas. The categories in which the students are selected are:

High School Graduates,
Current College Students, and
College Graduates.

This video covers the official award presentation that takes place at the State Annual Migrant Education Conference. A special feature of this video is a music-video section that honors the students (1984 to the present). The 1987 edition is also available in Spanish.

These video tapes may be used to motivate upcoming migrant students. They may also be used at Parent Advisory Council (PAC) meetings. The length of the tapes are as follows:

1984 - 22:30	1987 - 52:00
1985 - 35:15	1988 - 58:00
1986 - 38:00	1989 - 58:00

"MIGRANT PARENTS' INFLUENCE ON THE EDUCATION OF THEIR CHILDREN"

This video tape depicts the many ways that migrant parents can influence the education of their children. The video points out that the migrant parents want their children to attend school as much as possible. Education is very important to the migrant parent.

This video tape may be used with educators who are new to Migrant Education and need to become familiar with the plight of the migrant family. The length of this video is 10:00 minutes.

"REFLECTIONS OF 15 YEARS"

The video cites the advances of Migrant Education in Texas from 1965 through 1980. It addresses several instructional and supportive components and their effects on the learning process of migrant students.

Some exemplary instructional and support programs that are depicted include:

- Pre-Kindergarten
- Tutorial Services
- MSRTS Terminals
- Parent Advisory Councils
- T-I Migrant Reading Lab
- T-I Migrant Math Lab
- Migrant Counselor Duties
- Inter/Intrastate Cooperation

This video tape may be used with educators who are new to Migrant Education and need to become familiar with the history of Migrant Education. The length of this video is 31:15 minutes.

"REFLECTIONS-PROJECTIONS: 20 YEARS OF MIGRANT EDUCATION" Harvest of Hope

For the 20th anniversary of Migrant Education in the United States, educators deemed it appropriate to commemorate the historical and educational significance Migrant Education has had in Texas, and specifically in the Rio Grande Valley. To do this, a video production using interviews and highlights of historical milestones was utilized.

This video may be used with educators who are new to Migrant Education and need to become familiar with the history of Migrant Education. The length of this video is 19:40 minutes.

Helpful Hints for Parent Conferences:

Parents can help their children by visiting the child's teachers and/or counselor for specific information on how to help their child learn. This is an excellent opportunity for parents to show their children that they care enough about their education and their progress in school. Children realize that school must be important if parents take the time, and ask for time off from work in order to have a conference with teachers.

1. Before the meeting is held, make a list for yourself about concerns you would like to discuss with the teacher and/or counselor.
2. Be on time for your conference.
3. Mention any problems (health, family situations, death in the family, etc.) that might affect your child's performance at school.
4. Discuss your child's areas of strength and special talents and skills.
5. Discuss teacher's grading policy.
6. Review high points of conference, write some notes to discuss with spouse and child at home.
7. Be courteous and thank the teacher and/or counselor for their interest in your child.
8. Remember to give the teacher your phone number or any other information about where you can be reached.

Homework and Study Tips: Parents can be good role models for students by demonstrating organizational skills and teaching their children to plan ahead.

1. Set a regular time for homework assignments. (Pretend child has an appointment at 5:30 p.m.)
2. Ask friends who call to please call back later or take a message (if possible).
3. Keep a list on the wall of materials (P.E. clothes, pencil, pen, paper, textbooks, etc.) that students need on a daily basis.
4. Provide a comfortable area for study.
5. Ask your child if he/she needs any help. (Locate special materials, callout possible test questions, etc.)
6. Remind students to pace themselves on lengthy assignments.

Test-Taking Tips: Parents can help with preparation for testing. Students often develop test anxiety and need to learn to relax.

1. Re-assure your child that regardless of test scores, he/she is a worthwhile person. You will still love them!
2. Remind your child that if he/she has prepared well, he/she will feel more confident during the test.
3. Make sure that your child gets a good nights sleep and eats a good breakfast on the day of the exam.
4. Remind your child to read directions carefully and to listen to instructions.
5. Warn your child not to spend too much time on any one question. It is important to answer as many questions as possible.

Birthday and Christmas Gift Ideas: Parents can be smart shoppers and reinforce study skills by purchasing gifts that contribute to school success.

1. Dictionaries, Thesaurus
2. Encyclopedia Sets
3. Creative school supplies
4. Trips to library (get library card)
5. Family field trips (Migration travels can be used as an excellent tool for learning.)

Improving Self-Esteem: Self-esteem is how a child feels about himself/herself. Studies show that a child is a better and more motivated learner when he feels good about himself.

1. Punish the behavior, not the value of the child.
2. Tell your child that you love him.
3. Listen to your children. What is happening in their lives?
4. Spend quality time with your child.
5. Read to you children and listen to them read.
6. Praise your child for good work at school.
7. Encourage self respect. Be a good role model.
8. Praise your child for being courteous and respecting others.
9. Show your children that you care by disciplining and setting limitations.

21 MEMOS FROM YOUR CHILD

1. Don't spoil me. I know quite well that I ought not to have all that I ask for. I'm only testing you.
2. Don't be afraid to be firm with me. I prefer it. It makes me feel secure.
3. Don't let me form bad habits. I have to rely on you to detect them in the early stages.
4. Don't make me feel smaller than I am. It only makes me behave stupidly "big."
5. Don't correct me in front of people, if you can help it. I'll take much more notice if you talk quietly with me in private.
6. Don't make me feel my mistakes are sins. It upsets my sense of values.
7. Don't protect me from consequences. I need to learn the painful way, sometimes.
8. Don't be upset when I say, "I hate you." It isn't you I hate, but your power to thwart me.
9. Don't take too much notice of my small ailments. Sometimes they get me the attention I need.
10. Don't nag. If you do, I shall have to protect myself by appearing deaf.
11. Don't forget that I cannot explain myself as well as I should like. This is why I'm not always very accurate.
12. Don't make rash promises. Remember that I feel let down when promises are broken.
13. Don't tax my honesty too much. I am easily frightened into telling lies.

14. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
15. Don't tell me my fears are silly. They are terribly real, and you can do much to reassure me if you try to understand.
16. Don't put me off when I ask questions. If you do, you will find that I stop asking and seek my information elsewhere.
17. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.
18. Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
19. Don't forget how quickly I am growing up. It must be very difficult to keep pace with me,, but please try.
20. Don't forget I love experimenting. I couldn't do without it. So, please put up with it.
21. Don't forget that I can't thrive without lots of understanding and love, but I don't need to tell you, do I?

-Author Unknown

PARENT INVOLVEMENT QUIZ

- 1) Do I see to it that my child eats breakfast and leaves for school on time?
☐ Yes ☐ No ☐ Sometimes
- 2) Do I visit with teachers about my child's progress and behavior?
☐ Yes ☐ No ☐ Sometimes
- 3) Do I contact teachers when my child is having troubles at school?
☐ Yes ☐ No ☐ Sometimes
- 4) Do I visit the Public Library and borrow books to read?
☐ Yes ☐ No ☐ Sometimes
- 5) Do I often read at home?
☐ Yes ☐ No ☐ Sometimes
- 6) Do I listen to my child read aloud?
☐ Yes ☐ No ☐ Sometimes
- 7) Do I ask my child to tell me about the books he/she reads?
☐ Yes ☐ No ☐ Sometimes
- 8) Do I ask my child to tell me about the television programs or movies he/she has seen?
☐ Yes ☐ No ☐ Sometimes
- 9) Do I encourage my child to read books, magazines, comic books and newspapers?
☐ Yes ☐ No ☐ Sometimes
- 10) Do I encourage and help my child to write letters to friends and relatives?
☐ Yes ☐ No ☐ Sometimes
- 11) Do I help my child read the notes and letters received from others?
☐ Yes ☐ No ☐ Sometimes

12) Do I teach my child how to read and write his/her name, address
(street, city, county, state, nation) and telephone number?

☐ Yes ☐ No ☐ Sometimes

13) Do I teach my child how to read and spell the names of the members
of the family, the pets and the household items?

☐ Yes ☐ No ☐ Sometimes

14) Do I play word games with my child?

☐ Yes ☐ No ☐ Sometimes

15) Do I ask my child about his/her homework?

☐ Yes ☐ No ☐ Sometimes

HOW DID YOU RATE?

15 - YES

You should be nominated as parent of the year.

13-14 YES

You're doing fine. Congratulations!

11-12 YES

You're on the right track. Keep going!

10 or less YES

Get busy. Your child needs you!

Parents As Trainers Manual
New York State Migrant Education

SUMMARY

SUMMARY

Dear Staff Member:

You have now been provided with a manual and training that will assist you in better serving the migrant students and parents from your school district. We hope that you have been enlightened to the plight of migrants, from being students in your school district to becoming students within the state of Texas, or in other states.

Sensitivity to the educational needs of migrant students is the key to ensuring that secondary students are kept on track for successful completion of all graduation requirements. It will be up to all staff members and parents involved in the educational process of these students to see that all possible opportunities are explored and implemented.

Keep in mind that the key word when working with migrant students is coordination. There must be total communication amongst all those involved to guarantee that a successful migrant program exists. We must all work together as a team to help prepare these young adults to become productive and contributing members of our communities so that we may begin to see a break in the cycle of migrant families, which is one of low income/poverty and continued migration.

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Texas Migrant Interstate Program
P.O. Drawer "Y" / Pharr, Texas 78577 / (512) 787-9994
TEXAS ONLY 1-800-292-7006